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A Rhetorical Analysis of Selected Speeches for Special Occasions

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A RHETORICAL ANALYSIS OF SELECTED SPEECHES

FOR SPECIAL OCCASIONS

(TITLE)

BY

Ronald George Martin

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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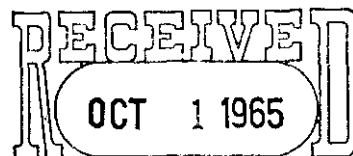
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CHAPTER I

Nature and Purpose of the Study

Introduction

Individuals who seek to improve their ability to speak in public often study the manuscripts of speeches which have gained recognition for their merit. No less an authority than Quintilian remarked that Homer's epic poems, the Iliad and the Odyssey provided a model and an origin for every species of eloquence. Thomsen and Baird note that the canon of the Ten Attic Orators is essentially a critical yardstick. It reflects the attempt by several critics to set up a standard of excellence in oratory, and to provide distinguished models to justify the criteria.¹

¹Thomsen and Baird, Speech Criticism, (New York: The Ronald Press, 1948), pp. 39-40.

The practice of learning to speak well through the study of model speeches, then, is ancient and well established.

Origin of the Study

The writer has been a teacher of speech on the secondary level for the past five years. On occasion, he has made an assignment of various types of speeches and has directed his students to

examine samples of these speeches as a guide to writing their own speeches.

The students return with comments stating that the samples do not reflect the principles recommended in the preparation of these types under examination. An investigation was launched to locate a textbook which contained sample speeches that did reflect usage of the recommended principles of preparation.

Review of the Literature

An early step in the study was the attempt to discover whether such an analysis had been done or was in process by another scholar.²

²Homer Hockett, The Critical Method in Historical Research and Writing (New York: The MacMillan Co., 1955), p. 88. Hockett states: "The Master's essay should be an original study. This does not mean that it must treat of a subject never before touched, but that it should be handled in an original way."

To determine the originality of the study the indexes of research in the field of speech were checked.³

³J. Jeffery Auer, "Doctoral Dissertations in Speech, Work in Progress," Speech Monographs, Vols. XV-XXXII (1951-1965); Franklin Knower, "Index of Graduate Study in the Field of Speech: 1902-1965," Speech Monographs, Vols. I-XXXII (1935-1965); Clyde Dow, "Abstracts of Theses in the Field of Speech and Drama: 1946-1965," Speech Monographs, Vols. XIII-XXXII (1946-1965); L. Thonssen and E. Fatherson, Bibliography of Speech Education Supplement (New York: The H. W. Wilson Co., 1950).

The review of the literature led to the realization that no critical analysis of Monroe's principles and model speeches had been done or was in progress.

Significance of the Study

The values of conducting such a study appear to be individual, rhetorical, and pedagogical.

Wayne N. Thompson summarized the values to the individual when he said:

The preparation of the thesis can be a rich educational experience, which (1) provides training in research methods; (2) requires the integration of knowledge and the skills of several fields...; (3) makes the student an "expert" within a defined area; and (4) leads to conclusions regarding the theory and practice of rhetoric in our own time.⁴

⁴Wayne N. Thompson, "Contemporary Public Address," Quarterly Journal of Speech, Vol. XXII (October, 1947), p. 277.

Such a study contributes to a growing corpus of studies of American oratory. This area of research for rhetorical scholars was stressed as worthwhile by the late Dr. W. Norwood Brigance.⁵

⁵W. Norwood Brigance, "Whither Research?" Quarterly Journal of Speech, Vol. XIX (November, 1933), p. 557.

Since teaching speech via the analysis of models is a long established practice and, since the teacher desires that the models selected for study by his students accurately reflect the recommended principles of composition; therefore, such a study as this should have value as pedagogy.

The writer submits that the study is worth doing.

Isolating and Defining the Research Problem

The method used in evaluating the suggested sample speeches was the "descriptive method." Dr. J. Jeffery Auer presents a brief

definition and description of this research technique:

In formal definition descriptive research is the study of existing conditions, situations, or relationships, in order to discover or establish norms or standards.⁶

⁶J. Jeffery Auer, An Introduction to Research in Speech (New York: Harper and Brothers, 1959), p. 35.

Auer lists six essentials of this methodology: (1) isolation and definition of a problem; (2) formulation of a working hypothesis; (3) development of a research design; (4) collection of data; (5) analysis, or interpretation of the collected data; and (6) generalization about the standards of the relationships studied.⁷

⁷Ibid., p. 36.

Purpose

In Chapters 24-27 of Principles and Types of Speech, Fifth Edition, Dr. Alan H. Monroe has set down a number of principles that he recommends for the preparation of special types of public speech.

In those same chapters he recommends a study of a number of specified models of each of the special types.

The purpose of this paper is to determine how well the model speeches cited in the book and listed in the chapter bibliographies reflect the recommended principles he has stated in the Principles and Types of Speech.

The Working Hypothesis

Auer suggested that once the research problem has been isolated and defined, a working hypothesis should be formulated. Hockett describes a hypothesis as a "tentative conclusion about the facts observed",⁸ the truth of which must be tested by further observation.

⁸Hockett, op. cit., p. 7.

It is tentatively concluded that an analysis of the model speeches for special occasions recommended by Alan H. Monroe in terms of the criteria he suggests for the composition of such speeches will reveal that the sample speeches do not fully satisfy the recommendations.

The Research Design

In the field of speech there are four general types of research studies employing the descriptive method: (1) studies of behavior: facts and opinion; (2) studies of status and development; (3) analytical and critical studies; and (4) methodological studies.⁹ This one was analytical and critical.

⁹Auer, op. cit., p. 147.

The focus was solely upon the rhetorical instrument--the selected speeches--without concern for the speakers, the historical settings, and the particular audiences. In the words of Thonssen and Baird, "The objective of such criticism is not a revelation of a speech in its social setting, but an understanding of the speech in its own right."¹⁰

¹⁰Lester Thonssen and A. Craig Baird, op.cit., p. 18.

The procedure was relatively simple. Monroe's chapters 24-27 were analyzed in order to determine: (1) the purpose; (2) the characteristics of content; and (3) the recommended organizational pattern for each type of special occasion speech.

These same chapters were analyzed a second time to determine which speeches of each type Monroe recommended for collateral study.

Two or three speeches of each type were located, outlined, and analyzed in order to determine through critical judgment by the analyst how well each fulfilled the criteria for composition.

Organization of the Study

The study is divided into four chapters, each having a specific function:

Chapter I treats the origin of the study, a review of the literature, the significance of the study, the isolation and definition of the research problem, the working hypothesis, the research design and the organization of the study.

Chapter II presents the recommendations of Dr. Monroe concerning: (1) the purpose; (2) the characteristics of the content; and (3) the organizational pattern for each type of special occasion speech. This chapter also contains a listing of the speeches he recommends for collateral study.

Chapter III reflects the rhetorical analyses of the two or three speeches of each type of special occasion speech with generalized observations about each relationship.

Chapter IV attempts to draw general conclusions based upon this rhetorical analysis and to suggest possible directions further

research of this nature might take.

Appendix I contains the outlines of the speeches analyzed.

Conclusion

The purpose of the first chapter has been to clarify the nature and purpose of the study in order to provide a perspective for the reader.

CHAPTER II

Recommendations by Dr. Alan H. Monroe

In an examination of Dr. Monroe's text Principles and Types of Speech, Fifth Edition, we find that he has dedicated four chapters to a study of the principles that he feels should be followed when constructing speeches for all occasions. Chapter 24 discusses introductory speeches.

How to Introduce Speakers

A good presiding officer does not say much and does not parade himself, yet his presence is felt. The audience feels his unobtrusive control in the smooth running of the program. Sincerity, energy, and decisiveness--these are the personal qualities which mark him.

In addition to controlling the situation and performing the incidental duties, the chairman must introduce the speakers. Performing this duty effectively is not so simple as it may seem. Too often the introduction is long and rambling and only bores the listeners. Although extremely important, the speech of introduction should be brief and to the point.

If someone else is better acquainted with the main speaker than you are, you may well request that person to introduce him. But be sure that he understands he is to introduce the speaker and not tell a long series of anecdotes about their acquaintanceship. And make sure you make your request before the meeting--don't call upon him without warning.

The purpose of the
introductory speech

Remember that your main object is to arouse the audience's desire to hear the speaker; everything else must be subordinated to this aim. Your duty is to introduce, not to make a speech.. Do not take this as an opportunity to air your own views on the subject. You are only the advance agent; your job is to sell the speaker to your audience.

This implies two things: (a) You must arouse curiosity about the speaker or his subject; by doing this, you will make it easier for him to get the attention of the audience. And (b) you must make the audience either like him or respect him--or both; in this way you will make his listeners more likely to believe what he says and to do what he asks.

The manner of speaking

The dignity or informality of your manner will depend upon the type of occasion, upon the closeness of your acquaintance with the speaker, and upon the speaker himself. If you were introducing the Chief Justice of the United States Supreme Court, for instance, it would hardly be appropriate to poke fun at him. Nor would such a thing be tactful if the speaker were a stranger to you or if the occasion were serious and dignified. On the other hand, if you were to present an old friend to a group of your associates at an informal occasion, a solemn, dignified manner would be just as out of place. The difficulty with most people is that they know only one method: either they introduce every speaker with ponderous dignity regardless of the occasion, or they start every speaker off by telling a joke about him. Neither of these methods is bad in itself,

but you should be able to use each in its proper place.

Regardless of the formality or informality of the occasion, you must talk with sincere enthusiasm. Suggest by the way you talk about a speaker that you yourself are enthusiastic about him. Be careful, however, not to overdo your enthusiasm. Your audience will quickly catch on if your enthusiasm is forced. One chairman's introductions were so enthusiastic that his audience got the impression that the poorer the speaker the more enthusiastic the introduction would be. If you have no real interest in the speaker, ask someone to introduce him who has.

Characteristics of
content

As the chairman of a meeting, you should follow these principles in your introduction:

Be brief. To say too much is worse than to say too little. Many people think that Shailer Matthews' introduction of President Wilson was the best introductory speech ever made; he said, "Ladies and Gentlemen: the President." The prestige of the man you introduce will not always be great enough for you to be this brief, but it is better to err in this direction than to speak too long.

Don't talk about yourself. There is a great temptation to present your own views on the subject or to tell anecdotes about your own experiences as a speaker. This is strictly taboo, for it calls attention to you when your object is to call attention to the speaker.

Tell about the speaker. Who is he? What is his position in business or government? What experiences has he had that qualify him to speak on this subject? Caution: beware of emphasizing what a good speaker he is. Such comment may embarrass him. Let him demonstrate

his own speaking ability; you tell who he is and what he knows.

Never introduce a man as "a distinguished orator."

Emphasize the importance of his subject unless the audience already realizes its importance. This does not mean that you should give a great deal of information about the subject. Don't make the speaker's speech for him. Merely point out to the audience the value of the information the speaker is about to offer. For example, "All of us drive automobiles in which we use the products made from petroleum. A knowledge of the way these products are manufactured and marketed is therefore certain to be interesting and valuable to us. . ."

Mention the appropriateness of the subject or speaker if possible. If a golf club is considering the construction of a new course, a speech on types of grass is very timely. Or if the occasion is the anniversary of a firm, it is appropriate that the founder should be one of the speakers. Statements of such facts serve to connect the speaker more closely with the audience.

Use humor if it suits the occasion. Nothing puts an audience at its ease and creates a friendly feeling better than congenial laughter. Take care, however, that your humor is in good taste. Do not destroy the prestige of the speaker or run the risk of offending him.

The speech of introduction rarely

Organization

employs all five of the steps in the motivated sequence. Only

fairly long introductions do so; more often, brevity requires that only one or two of the steps be definitely stated--the others are merely implied. To make this point clear, we shall first set down the complete sequence as used in longer introductions and then indicate the more frequent abbreviations of it.

Attention step. The introductory speech may be opened by a brief reference to the occasion for the meeting, a reference to the introducer's personal acquaintance with the speaker, a humorous quip at the expense of the speaker if it is in good taste, or a curiosity-provoking statement. More often, however, attention is obtained by beginning with the need step or the satisfaction step, using the facts presented there to attract attention.

Need step. The audience may be shown a need for information of the subject which the speaker is going to discuss. Arouse curiosity about the subject or make the audience aware of the personal value to them of the information they are about to hear.

Satisfaction step. Demonstrate that the speaker is well qualified to speak on the chosen subject because of his position or experience. Tell who he is, where he comes from, and what he has done; include any unusual facts about him that may be appropriate. Build up his prestige to whatever extent necessary, but don't extend your remarks into a complete biographical sketch--remember the requirement of brevity. The better known a speaker is, the shorter this step can be.

Visualization step. Rarely is the visualization step an extended part of the speech, and frequently it is omitted entirely. The manner of your speaking will do more to arouse pleasurable anticipation of the speaker's remarks than anything you can say. A sincere statement that "I am happy to present Mr.-----" will often be adequate.

Action step. Your purpose is to get the audience to listen to the speaker. This action is suggested by turning and calling upon the speaker to come forward. By so doing you imply, "Here is

the person about whom I have been talking, listen to him." If you have not mentioned the speaker's subject previously, briefly announce it at this time.

As was indicated earlier, the entire sequence will rarely be needed. In most cases, you can use one of the following abbreviated sequences.

When the subject is important, secure attention by plunging directly into the:

1. Need step: a statement of the importance of the subject to the audience.
2. Satisfaction step: a sharply abbreviated statement of the speaker's special qualifications to talk on this matter.
3. Action step: the presentation of the speaker.

When the speaker may be considered more important than his subject, secure attention by plunging directly into the:

1. Satisfaction step: a statement of facts about the speaker, especially facts that are not ordinarily known or those that are of particular significance to the occasion.
2. Action step: the presentation of the speaker and a brief announcement of his subject.

When time is short or the speaker is so well known that extreme brevity is desirable, secure attention by your salutation--"Ladies and Gentlemen," "Members of the Izaak Walton League," etc.--and proceed at once to the:

1. Action step: a brief announcement of the speaker's name, position, and subject.

Usually, the better known and respected the speaker is, the more abbreviated should be your introduction; the more completely unknown he is, the more you will need to arouse interest in his subject and build up his prestige. But always remember the four primary virtues of the speech of introduction: tact, brevity, sincerity, and enthusiasm.

Speeches for Courtesy

Most speakers, at one time or another, will have occasion to give a speech for courtesy either on behalf of themselves or on behalf of an organization they represent. The ability to say the appropriate and effective thing on such an occasion is a valuable asset.

Typical Situations Requiring Speeches For Courtesy

Speeches for courtesy are given most frequently to fulfill one of three obligations: (a) to welcome visitors or new members. Some organizations have a standardized ritual for welcoming guests or initiating new members, but the more usual method is a greeting by the presiding officer or some prominent member. For example, at a convention, the mayor of the city where it is held or the president of the local branch of the organization usually welcomes the visiting delegates; or at a local meeting, the presiding officer is usually expected to extend greetings to any guests present; (b) to respond to a welcome or greeting. An individual or organization thus welcomed is often expected to express appreciation of that greeting and express his thanks for being invited;

(c) to accept a gift or an office. Occasionally an individual may be presented with a gift or a prize for some special accomplishment or he may be elected to an office of responsibility or given some honor. In such cases, the recipient of the gift, prize, office, or honor may be expected to express his appreciation. If an organization is the recipient, a spokesman for the group acknowledges the gift or honor.

The Purpose

The speech for courtesy has a double purpose. It enables the speaker not only to express a genuine sentiment of gratitude or hospitality but also to create good feeling in the audience. The success of the speech for courtesy often depends upon whether the audience feels that the appropriate thing has been said. When guests are present or acknowledgments are due, the audience expects the proper courtesies to be extended. Just as the courtesies of private life put people at ease, so the public acts of courtesy create good feeling in an audience.

The Manner Of Speaking

In no other type of speech is the temptation so great to repeat with oratorical flourish a series of flowery platitudes. Above all, speak sincerely in a speech for courtesy. Do not try to overdo yourself in graciousness. Speak straightforwardly and honestly. Moreover, let your manner--serious or jovial, brisk or tranquil--fit the spirit of the situation. Usually a note of optimism is appropriate. Suggest by your manner that you are pleased by the presence of the guest, that you will enjoy the gift, or that you are glad to be present.

Characteristics Of Content

Remember that your duty is to perform tactfully an act of courtesy. With respect to the content of your speech, therefore, keep in mind the following points.

Indicate for whom you are speaking. If you are the spokesman for a group, be sure to make clear that the greeting or acknowledgment comes from the whole group, not from you alone. For example, "It is a privilege to be here this afternoon to accept in the name of the Markham Hospital Board the ambulance your organization has so generously contributed to our community hospital." References to yourself or to the group you represent should, of course, be modest.

Present complimentary facts about the person or group to which you are extending the courtesy. Your emphasis should be on the achievements or good qualities of the person or group you are greeting or whose gift or welcome you are acknowledging, rather than on yourself or the group you represent.

Avoid points of disagreement. In giving a speech for courtesy, you should of course beware of saying anything that might offend your hosts or guests. Avoid, as far as possible, any points of disagreement. Let the incidents and facts which you present serve to illuminate and develop the importance of the occasion or the group you are addressing or the guest you are welcoming. Suppose for example, that a prominent judge were a guest at your local club. In welcoming him, it would be bad taste to talk about the red tape in legal procedure or the organized strength of criminal gangs. Present, rather, incidents concerning the judge or his accomplishments which will show you appreciate his prestige and personality and are glad to have him with you.

Organization

The speech for courtesy should seldom include more than three of the steps in the motivated sequence. At times only the satisfaction step--the actual greeting--is required. Quite obviously no need step is used, for the situation implies the audience's consciousness of the

need for an act of courtesy; and just as obviously not any action is required. If all three remaining steps are included, they are arranged in somewhat the following fashion.

Attention step

A speech for courtesy may be opened by a reference to the occasion, to the person or group addressed, or to the group for which you are spokesman. If you are accepting a gift or an office, you may appropriately begin by referring to the donor of that gift or to the group which has elected you. Such references at the beginning of your speech should be brief and lead directly into the satisfaction step.

Satisfaction step

The bulk of the speech is the satisfaction step--the performance of the act of courtesy. The actual greeting or acknowledgment is illuminated and amplified by one or more of the following points:

- (a) Complimentary facts about the host, or guest, or donor.
- (b) Facts about the group you represent, indicating the warmth or extent of your greeting—for example, the number of people who join with you in this greeting.
- (c) Plans for the future, giving tangible evidence of the practical nature of your hospitality or appreciation—for example, plans made for the accommodation or entertainment of the guests welcomed, plans you as a guest have for the period of your stay, plans you have for the use of the gift being accepted, or plans for the performance of the duties of the office you are accepting.

Visualization Step

The function of the visualization step is the speech for courtesy is to suggest anticipated pleasure in having the guests present, in being present as a guest, in using the gift and remembering the donors of it, or in performing the duties of the office. Many times, instead of forming a separate section of the speech, visualization is included in the discussion of the various points of the satisfaction step. Whether treated separately or combined with the satisfaction step, an expression of anticipated pleasure should always be included. (One caution: It is always bad taste to refer to the monetary value of a gift.) At the end of the visualization step close with an emphatic, sincere reiteration of the greeting or acknowledgment.

The organization suggested above is rather complete; not all the items listed will be used in every speech of courtesy. Instead, the steps included will vary with each situation. For example, a student to whom a prize is awarded is frequently not expected to say more than "Thank you" or show his appreciation by smiling.

Speeches to Secure Goodwill

Every speech, of course, seeks the goodwill of the audience, but the type of speech considered in this chapter has the securing of the audience's goodwill as its primary aim. In a sense, the purpose of the goodwill speech is to inform, since it tells about the organization for which goodwill is sought; in another sense, its purpose is to convince or actuate, yet it must not be too argumentative—the appeal for direct support must be subordinated or even hidden. The goodwill speech is, then, a sort of hybrid, combining the characteristics of two basic types of speech. It is an informative speech which attempts to stimulate or convince. Within recent years goodwill speeches have begun to play an important part in the public relations of many business firms. For example, more than eighteen hundred speeches of this type were made by the representatives of one large Chicago corporation. But business firms are not alone in this practice; schools, churches, clubs, and public institutions—all employ this technic for obtaining public support.

Typical Situations

Four of the most common situations in which goodwill speeches are given are luncheon club meeting^S; educational programs, special demonstration programs, and conventions. Luncheon club meetings present an excellent opportunity for such talks because the typical audience, composed of leading men and women from all types of businesses and professions, is usually interested in civic affairs and in the way other businesses operate. Since such meetings are semisocial in nature, the good feeling of the audience is practically guaranteed. Gaining the goodwill and support of such an audience is not only

relatively easy but also extremely valuable. Educational programs are often arranged by schools, clubs, and church groups in order to have the young people hear a speaker tell about his business or profession and explain the opportunities it affords and the training it requires. By tactful reference, a speaker may secure goodwill for the particular organization he represents. Special demonstration programs are frequently presented by corporations and by university extension departments. For example, the county farm agent, referring to experiments conducted at the state university, may show better methods of grading butter or of feeding poultry. Although the speech is primarily informative, the speaker does not allow the point to be lost that the experimental work was done by the university for the benefit of farmers such as those who make up the audience. Conventions sometimes offer opportunities for goodwill talks, particularly at their banquets and luncheons. A typical goodwill speech was given at a recent convention of bankers by an official from an airplane manufacturing concern who spoke on commercial aviation, showing its relation to banking.

The Purpose

Although the real purpose of the speech is to secure goodwill, this must not be apparent. As far as the audience is concerned, the purpose must appear to be primarily informative (or sometimes persuasive: urging joint action toward a common goal). Moreover, to secure his listeners' goodwill, the speaker must present his information so that they will understand and appreciate his organization. In short, the purpose of the speech is to present information about the speaker's profession or organization in such a way that he will unobtrusively gain goodwill and support for it.

The Manner Of Speaking

Three qualities--modesty, tolerance, and good humor--characterize the manner of speaking required for goodwill speeches.

Although the speaker will be talking about his own vocation and trying to make it seem important to his audience, he should beware of bragging. In giving a goodwill speech, you should let the facts speak for themselves. Moreover, show a tolerant attitude toward others, especially competitors. The railroad representative who violently attacked the truck companies and bus lines gained more ill will than good. A courteous attitude accompanied by a tasteful presentation of the good things his company had done would have been much more effective. Finally, exercise good humor. The goodwill speech is not for the crusader. Take the task more genially. Don't try to cram your talk down people's throats; instead, show as much good feeling toward your listeners that they will spontaneously respond to your manner of speaking.

Characteristics Of Content

Four things should characterize the content of your goodwill speech:

Present novel, interesting facts about your organization or profession. In one sense, a speech of this kind implies indulgence in a little gossip. Make your listeners feel that you are letting them in on the inside; give them first-hand information about things that are not generally known. But avoid talking about what is common knowledge.

Show some definite relation between your organization or profession and the lives of your listeners. Make them see how your organization or profession is related to their prosperity or happiness.

(For example, the official from the airplane manufacturer who spoke to a convention of bankers showed how the rapid transfer of commercial paper resulted in a great saving to banks.)

Avoid too definite a request for approval; assume that you already have it. Don't make the mistake of telling your listeners that they don't know anything about your organization and that you are trying to get their goodwill. Instead, suggest that they already know a good deal about it (if they don't they will probably think they ought to) and then proceed as suggested above.

Offer some definite service. This may be in the form of an invitation to visit your plant or office, the distribution of samples or souvenirs, the offer of some special service to the members of this particular audience, or the suggestion that your organization will join theirs in attacking a common problem. The important thing is not what you offer them but the impression that you are at their service.

Organization

Let us see how these things can be organized into a well-rounded goodwill speech.

Attention step

The purpose of the beginning of your speech is to establish a friendly feeling and to arouse the audience's curiosity about your profession or the institution you represent. You may gain the first objective by a tactful compliment to the group or a reference to the occasion that has brought you together. Follow this with one or two unusual facts or illustrations concerning your organization. For instance, "Before we began manufacturing automobile parts, the Lash Company confined

its business to the making of carpenter tools. We succeeded so well that we almost went bankrupt! That was only thirty years ago. Today our export trade to foreign countries is over one hundred times as large as our total annual business in those days. It may interest you to know how this change took place." In such a way you may arouse the audience's curiosity about your organization.

Point out certain problems

Need step

facing your audience with which
your institution or profession

is vitally concerned. For instance, if you represent a railroad, show the relation of transportation to community business. By so doing, you can establish common ground with your audience. Ordinarily the need step will be relatively brief and will consist largely of suggestions without much development except for an occasional illustration. However, if you intend to suggest joint action in meeting a common problem, the need step will require full development.

The most of your speech will be

Satisfaction step

in the satisfaction step. Here
is the place to tell the audience

about your institution, profession, or business and what it does.

You can do this in three ways.

Relate interesting events in the history of the institution.

Pick those events which will demonstrate its humanity, its reliability, and its importance to the community.

Explain its organization and operation. Pick out those things

that are unusual or that may contain helpful suggestions for your audience. This method often helps impress upon them the size and efficiency of your organization.

Tell what your organization does. Explain its products; point out how widely they are used; discuss the policies upon which it is run (especially those which you think your audience will agree with or admire); point out what your company has done for this particular community—people employed, local purchases made, assistance in community enterprises, improvement of real estate. Don't boast, but see that your listeners realize the value of your work to them.

Your object here is to crystallize

Visualization step

the goodwill that your presentation of information has created.

Do this by giving your hearers a bird's-eye view of the importance of your work to them. Make a rapid survey of the points you have covered in your satisfaction step, or combine them in a single story or illustration. Or, to approach this step in the opposite direction by picturing for them the vacancy or loss that would result if the organization you represent should leave the community or go bankrupt. If you use the latter method, be careful not to leave the impression that there is any real danger that this will occur.

It is here that you make your offer

Action step

of service to the audience—for

example, invite the group to visit your plant or point out the willingness of your organization to assist in some community enterprise.

The plan outlined above will have to be modified to suit the needs of your organization or profession and the occasion at which you speak. But never lose sight of one fact: you must indirectly demonstrate to your listeners that your work is of value to them.

In Chapter 27, Dr. Monroe discusses the following types of speeches:

- A. Eulogy.
- B. Dedication.
- C. Farewell.
- D. Presentation.
- E. Nomination.

The following are the principles Dr. Monroe establishes for speeches of tribute.

Speeches of Tribute

On many occasions an individual wishes to pay public tribute to another's personal qualities or achievements. Such occasions range all the way from the award of a contest trophy to the eulogy given for one who has died.

Typical Situations

The Eulogy. Memorial services to pay public honor to one who is dead usually include a speech of tribute. Occasionally a speech of this kind is given years after the person's death--witness the many speeches given in honor of Lincoln. More often, however, the speech concerns a contemporary of the audience.

Dedication. Memorials, in the form of art museums, monuments, libraries, etc., are sometimes set up to commemorate the life of some outstanding personality. At the dedication it is appropriate that a speech be given in honor of the person to whom the memorial is dedicated.

Farewell. When an executive with whom a group of men have long been associated retires or leaves to enter another field or when anyone generally admired is about to leave the community or the office

which he has held, public appreciation is often expressed for his fellowship and work.

Presentation. Sometimes a person who is leaving or being honored for some other reason is presented with a gift. Here again, the speech made in presenting the gift expresses the group's admiration of the man. Or if an award is given to the winner of some competitive activity, a tribute may be paid to his success in this particular endeavor. Awards are usually made by superiors to their subordinates, whereas gifts are most frequently given by subordinates or associates to those above them or in similar positions.

Nomination. When a man is nominated for office, it is customary to pay tribute to him in order to show his fitness for the position.

The Purpose

The basic purpose of a speech of tribute is to secure appreciation of the commendable traits or accomplishments of the person being honored. If you can get your audience to feel deeply the essential worth or importance of the man, you have succeeded. But you may go further than this: (a) You may, by honoring him, arouse deeper devotion to the cause he represents. Did he give all he had for his company? Then strive to make your audience feel a deeper loyalty to the company for which he worked. Was he noted as a friend of boys? Then try to arouse a feeling that boys' work deserves your audience's support. But in addition to all this: (b) you may create a desire in your listeners to emulate the person being honored--to follow in his footsteps, to develop the same virtues, to achieve the same renown.

The Manner Of Speaking

A farewell banquet usually mingles an atmosphere of merriment with a spirit of sincere regret. Memorial services, the unveiling of monuments, and the like are on the whole quite dignified and formal, while enthusiasm is usually the keynote when awards are made. Regardless of the general tone of the occasion, however, avoid high-sounding phrases, bombastic oratory, obvious "oiliness"; these things will kill the effect of a speech of tribute more quickly than anything else. A simple, honest expression of admiration is best.

Characteristics Of Content

Too often speeches of tribute are mere enumerations. Many speakers do nothing but recite the facts concerning a man's life, accomplishments, or club membership. Such a speech is little better than an obituary. Remember the impossibility of telling everything about a man in the brief time during which you are to speak. Pick out a few things and emphasize them. Focus the content of your speech on one of three things:

Dominant personal traits. Select the aspects of the man's personality which are the most worthy of admiration and then relate incidents from his life or work which will illustrate those traits. Show how they affected his decisions, enabled him to overcome obstacles, or influenced others.

Outstanding achievements. Pick out a few of his most successful accomplishments. Tell about them in detail to show how valuable they were and how influential he was in securing results. Let your speech say, "Here is what this man has done; see how important it is."

Influence on his associates. The importance of many men lies not so much in any material personal accomplishments as in the

influence they have had on the lives of their fellow men or on the course of events. Since you will quite naturally mention an individual's personal traits and achievements in showing what his influence has been, this method differs from the other two mainly in emphasis--in the point of view taken.

Keep in mind, then, that these three methods are not mutually exclusive. Every speech of tribute will contain each of these characteristics to some extent. In the interest of unity and effect upon the audience, however, emphasize only one and subordinate the other two.

In developing your points, beware of complicated statistics and long enumerations. Do not name organization after organization to which the man belongs. What few things you do tell about, narrate in an interesting, human way. After all, you are telling about a man, not a machine. You are not engaged in giving a technical report on his output, but relating characteristic events in his life. Let each event become a story, living and personal. Only in this way will you get your audience to admire the man.

Organization

Ordinarily you will have little trouble in getting people to listen to a speech of tribute. The audience probably already admires the man about whom you are to speak and is curious to know what you are going to say about him.

Your task, therefore, is to direct
the attention of the audience
toward what you consider important

Attention step

about the man being honored. There are three ways to do this:

1. Make a straightforward, sincere statement of the commendable traits, achievements, or influence which make this man worthy of tribute.

2. Tell about some incident from his life which vividly illustrates these dominant traits, etc.

3. Relate an incident showing the problems he has faced, thus leading directly into the need step.

The speech of tribute contains
Need step no real need step in the sense
 of demonstrating a problem confronting the audience. The tribute paid in the satisfaction step may be heightened, however, by pointing out here the obstacles which confronted the person to whom the tribute is being paid. In a sense you thus help your listeners identify with him and feel sympathy for his needs and problems. Point out in this step, therefore, the difficulties he faced, the opposition he had, the handicaps he had to overcome. This serves to throw into sharp relief his traits or achievements. Theodore Roosevelt's energetic career, for example, becomes the more noteworthy when contrasted with his sickly physical condition in childhood.

A slightly different method is that of pointing out, not the personal problems of the one to whom tribute is paid, but the problems of the organization which were his official responsibility to meet, or in a still larger sense, the problems of society which his accomplishments helped solve. Thus, an account of the former seriousness of diabetes might precede a tribute to the men who isolated insulin.

The largest part of your speech will be contained in the satisfaction step. Here the tribute is actually paid. Relate incidents which show how this man or woman met the problems, personal or public, which you have outlined in the need step. In doing this, be sure to demonstrate one of three things:

1. How his personal traits made it possible for him to deal successfully with these problems.
2. How remarkable his achievements were in spite of the obstacles that confronted him.
3. How great his influence on others was.

In the preceding steps you will have enumerated the individual traits or achievements of the person being honored. In this step try to bring all these together so that your audience may get a vivid portrait of the whole man.

Introduce an apt quotation. If you can find some bit of poetry or literary description which just fits the man or woman to whom you are paying tribute, introduce it here. If you use this method, however, commit the passage to memory so that you do not falter, and be sure the quotation is not too flowery.

Draw a picture of a world (community, business, etc.) of such persons. Show how much better things would be if there were more persons with similar qualities.

Suggest the loss which the absence of this person will bring. Show vividly how he will be missed. Be specific: "It's going to

seem mighty strange to walk into Bob's office and not find him there ready to listen, ready to advise, ready to help."

Action step

Frequently, no action step is used in a speech of tribute. When it is, the close of your speech will

vary with the occasion somewhat as follows:

Eulogy. Suggest that the best tribute the audience can pay this person is to live as he did or to carry on what he started.

Dedication. Suggest the appropriateness of dedicating this monument, building, etc., to this person, and express the hope that it will inspire others to emulate his accomplishments.

Farewell. Extend the best wishes of those you represent to the person who is going away, and express a determination to carry on what he has begun.

Presentation. Present the gift as a token of your appreciation. (Don't talk about the gift--talk about the loyalty and admiration it represents. It's the thought that counts on such occasions.)

Award. Congratulate the winner, present the prize, and express the hope that he will continue in his achievements.

Remember that what has been said above is not a speech of tribute but merely a skeleton of it. Fill it in with living, illustrative material, and develop it to suit the mood of the occasion.

Nomination: A Special Form

The nomination is a special type of speech of tribute. Here your primary purpose will be to get the man nominated or elected; the tribute will be secondary, used as a means of securing approval of him. Your manner of speaking will generally be less formal and

dignified than when giving other speeches of tribute. It should be businesslike and energetic. In general, the content of your speech will follow what has already been said, though the illustrations should be chosen to show the nominee's qualifications for this particular office. Fundamentally, this speech is to actuate through conviction, but it has special requirements. Organize the speech as follows:

Attention step. Announce that you are going to nominate a man for this office.

Need step. Point out the qualifications the nominee will need. Enumerate the problems that will face him or those problems facing the organization which he will have to handle.

Satisfaction step. Present evidence that your nominee has the necessary qualifications. Emphasize especially his past experience and the policies to which he adhered.

Visualization step. Picture the probable success of his term in office and the value the organization will derive from it.

Action step. Formally place his name in nomination and urge your audience to vote for him.

Obviously not all nominations need be supported by a speech. More often than not, the person nominated is well known by the audience, and his qualifications appreciated. The mere statement "Mr. Chairman, I nominate John Citizen for the office of treasurer" is all that such a situation requires. The organization outlined above is recommended not for purely routine nomination, but for those special occasions when more definite tribute is needed to support the nomination.

In political conventions a man's name is often withheld until the very end of the nominating speech to avoid premature demonstrations. The practice should not be used elsewhere. Everyone guesses who the man is before the end of the speech, and the device is too obviously a mere trick of rhetoric. Frequently, the man is named at the very beginning of the speech in the attention step. This is a good practice if the audience is already favorable toward this man's nomination. But if there is some doubt about the attitude of the audience, wait until the satisfaction step to reveal his name. In this way unnecessary hostility may be avoided by showing the particular fitness of the man before he is actually named.

LIST OF RECOMMENDED SPEECHES

INTRODUCTION

Clarice Kline, Introducing John S. Cooper

National Education Association, Ninety-Eighth Annual Meeting,
June 26-July 1, 1960.

John K. M. McCaffery, Introducing Joseph S. Clark

The Nation's Future, NBC Television Show, December 17, 1960.

Speeches at the Bankers' Club, New York, Introducing Julius H. Barnes

Mr. James Brown, who made this speech of introduction is a banker
and president of the British Empire Chamber of Commerce.

WELCOME

California Welcomes the United Nations

This speech was delivered by Earl Warren then Governor of California,
to delegates assembled at the United Nations Conference on
International Organization, held in San Francisco in the spring
of 1945.

Stevenson's Welcoming Address, Democratic National Convention

This speech was delivered by Adlai Stevenson, then Governor of
Illinois, at the 1952 Democratic Convention in Chicago.

RESPONSE

Response to Welcome

This is the response made by Anthony Eden, Chairman of the United Kingdom Delegation to the United Nations Conference on International Organization.

Response to Presentation of the John Fritz Medal

Mr. Stevens delivered this address at the formal presentation of the John Fritz Gold Medal, New York, March 23, 1925.

ACCEPTANCE

On Accepting a Horse and Saddle

Delivered by Theodore Roosevelt, President of the United States at Cheyenne, Wyoming, June 1, 1903.

On Accepting the Nobel Award

This speech was delivered by William Faulkner at Stockholm, Sweden, on December 10, 1950.

Acceptance of Honorary Membership

Dwight D. Eisenhower, then newly appointed President of Columbia University, delivered this speech in acceptance of an honorary membership in the Chamber of Commerce of the State of New York.

GOOD WILL

Address to Congress

Winston Churchill, Prime Minister of England, gave this address

before the joint house of Congress on December 26, 1941.

Clocks and the American Clock Industry

S. F. Ferguson, President of the Clock Manufacturers' Association of America, and Director of the Seth Thomas Clock Company, gave this address on radio from Station WRNY, New York, April 22, 1928.

EULOGY

John Marshall, Jurist and Statesman

This address was delivered at the memorial exercises commemorating the one hundredth anniversary of Chief Justice John Marshall at Richmond, Virginia, May 11, 1935.

Horace Mann

Eugene Elliott, State Superintendent of Public Instruction of Michigan, delivered this address before the Department of Elementary Principals at the Seventy-Fifth annual meeting of the NEA, held at Detroit, Michigan, June 27-July 1, 1936.

King George VI

Winston Churchill, Prime Minister of Great Britain, broadcast this speech from London, England, February 7, 1952.

DEDICATION

Address at the Unveiling of the Statue of Lincoln

This address by David Lloyd George was given at the ceremonies in Westminster Abbey upon the unveiling of the Saint-Gaudens statue of Lincoln, July 28, 1920.

Characteristics of Washington

This address was delivered by William McKinley, President of the United States, at the unveiling of the Washington Statue by the Society of Cincinnati in Philadelphia, May 15, 1897.

FAREWELL.

Farewell to the United States Senate

Vice President Thomas R. Marshall from 1913-1921 gave this address as his last official act, after administering the oath to his successor in office, Calvin Coolidge, March 4, 1921.

Farewell to his Friends

John Sharp Williams, a Congressman and Senator from Mississippi, delivered this impromptu speech shortly before his voluntary retirement, March 4, 1923, from the United States Senate at a farewell dinner.

PRESENTATION

Presenting the Cheney-Ives Gateway to Yale University

Speech by alumnus Henry John Fisher on behalf of the class of 1896 at the Yale bi-centennial celebration, 1901.

Presenting a Badge

F. O. Watts delivered this speech at a meeting of the American Bankers Association, St. Louis, Missouri, October 2, 1919, on presenting a badge to the retiring President, Mr. Robert F. Maddox.

NOMINATION

Nominating Charles Curtis for the Vice Presidency

This speech was delivered by Senator William E. Borah from Idaho before the Republican National Convention, Kansas City, Missouri, June 14, 1928.

Speech Placing in Nomination for the Presidency of the United States

Alfred E. Smith

Franklin D. Roosevelt delivered this address at the Democratic National Convention in Madison Square Garden, New York, June, 1924.

CHAPTER III

Analysis

The purpose of Chapter III is to analyze the model speeches recommended by Dr. Alan H. Monroe to see how well they fit his criteria.

Speeches of Introduction

Criteria for Judgment

I. Purpose:

1. Did the speaker try to arouse curiosity about the speaker or his subject?
2. Did the speaker try to get the approval of the audience or the respect of the audience for the person he was introducing?

II. Characteristics of Content:

1. Was the speaker brief?
2. Did the speaker talk about himself?
3. Did the speaker tell about the person he was introducing?
4. Did he emphasize the importance of his subject?
5. Did he mention the appropriateness of the subject or the speaker?
6. Did the speaker use humor when it fit the occasion?

III. Organization:

A. Attention

1. Did the speaker open with a brief reference to the occasion?

2. Did the introducer make reference to a personal acquaintance with the speaker?

B. Need

1. Did the speaker show a need for the information to be presented in the speech?
2. Did the speaker make the audience aware of the personal value they might gain from the speech.

C. Satisfaction

1. Did the introducer demonstrate that the speaker was well qualified to speak on the chosen subject because of his position or experience?
2. Did the speaker tell who he was introducing, where he comes from, and what he has done.

D. Visualization

1. Did the speaker omit visualization from the speech?
2. Did the speaker arouse pleasurable anticipation of the guest speaker's remarks?

E. Action

1. Did the speaker encourage the audience to listen?
2. Did the speaker announce the person's subject briefly?

Analyzation

I. Purpose:

1. Did the speaker try to arouse curiosity about the speaker or his subject?

Reviewing the three speeches suggested by Dr. Monroe, we found that only one speech might fit this category of curiosity.

James Brown in his introduction of Julius Barnes did seem to have this in mind, however, the point is lost when he mentions Mr. Barnes' name before he actually introduces or presents him to the audience, and thus some of the curiosity factor is lost.

In the other two speeches the author felt that there was no evidence of a speaker trying to arouse curiosity about the subject or the speaker.

As we looked at Kline's introduction of Cooper, we could plainly see that there was no attempt made to arouse curiosity about the speaker, because the speaker was named in the first sentence. The same could be observed about the subject which was indicated in the first few lines of the speech.

McCaffery's introduction of Clark stressed the subject first and then the speaker. As far as arousing curiosity about the subject, this speech did not. The subject was evident.

2. Did the speaker try to get the approval or the respect of the audience for the person he was introducing?

Two of the three speeches did fit this criterion as suggested by Monroe.

Brown listed a series of facts or accomplishments of Barnes as well as a list of decorations that have been presented to him by different nations. In this manner we can see that approval or respect or both may be gained by the audience.

Clarice Kline tried to gain respect for John S. Cooper by devoting much of the speech to discussing the voting records on a number of different bills. Kline also told the audience about the Senator's standings in a Newsweek poll. All of this should have helped gain respect for the Senator providing the audience was for the particular bills mentioned or for the particular political party in question.

The third speech simply did not fit this point. It might be argued that in the McCaffery speech he was trying to get the approval of the subject but not the speaker.

II. Characteristics of Content

1. Was the speaker brief?

Brown's speech was what we would call brief taking about a minute to deliver, whereas the other two speeches were just about doubled in length. In considering what

Monroe tells us in his criteria and the example he relates about Shailer Matthew's introductory speech, "Ladies and Gentlemen: the President," the author felt that two of the samples did not fulfill Monroe's criteria.

2. Did the speaker talk about himself?

All of the speeches concur with Monroe's criterion on this point. None of the speakers told stories or related their own experiences before making the introductions.

3. Did the speaker tell about the person he was introducing?

A study of the model speeches revealed that all of the speakers discussed the person to be introduced. Brown and Kline spent more of their speech time on this point than McCaffery.

4. Did the person making the introduction emphasize the importance of the speaker's subject?

None of the people emphasized the importance of the subject; in fact, from our examinations of the speeches we had no idea what Barnes was to speak about and we could only assume that Clark and Cooper are going to talk about education.

We can definitely say that these speeches did not follow Dr. Monroe's criterion.

5. Did the person making the introduction mention the appropriateness of the subject or the speaker?

Kline's speech did this reasonably well as far as appropriateness of the subject is concerned, while the speech given by Brown was very vague. In his opening line he stated that Barnes was a business man like the group he was going to be talking to. This was all that was said that might be considered appropriateness. McCaffery's speech gave us even less.

None of the speeches stressed appropriateness of subject matter. Only one speech used a part of Monroe's criteria.

6. Did the speaker use humor when it fit the occasion?

None of the speakers used humor.

III. Organization

A. Attention

1. Did the speaker open with a brief reference to the occasion?

In the McCaffery speech the speaker did make a definite reference to the occasion. He welcomed the people to a special half hour edition of a television show entitled The Nation's Future. We could not find such a reference in the other two speeches.

2. Did the introducer make reference to a personal acquaintance with the speaker?

There was reference in the three suggested models.

B. Need

1. Did the speaker show a need for the information to be presented in the speech?

In the McCaffery speech, the speaker did show a need for the information. He said at the meeting that ^{not} only are they not concerned with the nation's future, but also the future of our children who are bound up in it. He also listed a number of questions concerning need.

Brown and Kline's speeches did not have a need step.

2. Did the speaker make the audience aware of the personal value they might gain from the speech?

As we looked at the speeches there was no place where the speaker directly told the audience they might gain from the speech; however, in McCaffery's speech the questions may serve this purpose indirectly.

The other speeches did not fulfill this criterion.

C. Satisfaction

1. Did the introducer demonstrate that the speaker was well qualified to speak on the chosen subject because of his position or experience?

Considering the fact that we had to assume that Cooper was going to speak on education, we might be able to say that Kline tried to qualify Cooper as a speaker with the position and experience to speak on the subject.

In the other two speeches, we can definitely say the individuals making the introduction did not try to qualify their speakers.

2. Did the speaker tell who he was introducing, where he came from, and what he had done?

All three speeches do fit Monroe's criterion on this point.

Kline's and McCaffery's speeches probably came the closest to fitting the criterion. Kline referred to John S. Cooper as the Senator from the state of Kentucky. McCaffery referred to Senator Clark as the senior Senator from Pennsylvania. He told of Clark's degree in law from the University of Pennsylvania. He also referred to several political posts that Clark had previously held.

Brown's speech was not as close to Monroe's criteria as the other two speeches. However, Brown did give a number of these facts about Barnes. He gave us the impression he had to hastily prepare this introduction. He did not stress what part of the United States Barnes was from. In reading Barnes' response to the introduction, the first thing he had to do was clear up an error that Brown had made in his introduction.

Two of the speeches fit the criteria and the third is a weaker model.

D. Visualization

1. Did the speaker omit visualization from the speech?

The speeches follow Monroe's criterion.

2. Did the speaker arouse pleasurable anticipation of guest speaker's remarks?

None of the speeches arouse pleasurable anticipation of the guest speaker's remarks.

E. Action

1. Did the speaker encourage the audience to listen?

None of the speeches encourage the audience to listen.

2. Did the speaker announce the person's subject briefly?

Clarice Kline does announce John Cooper's subject. The other two speeches did not make any indication of the speaker's subject.

Conclusion

The writer, after analyzing the model speeches, recommended for study in Monroe's Chapter 24, concludes that the speeches do.

~~not fulfill the criteria.~~ The writer observed that portions of the model speeches did fit some of the criteria, but not to the extent that they could be considered good models.

Speeches of Courtesy

Criteria for Judgment

I. Purposes:

1. Did the speaker express a genuine sentiment of gratitude or hospitality?
2. Did the speaker attempt to create good feeling in the audience?

II. Characteristics of Content:

1. Did the speaker indicate for whom he was speaking?
2. Did the speaker present complimentary facts about the person or groups to whom he was extending the courtesy?
3. Did the speaker avoid points of disagreement?

III. Organization:

A. Attention

1. Did the speaker open with a reference to the occasion?
2. Did the speaker (accepting a gift or an office) begin by referring to the donor or the group which elected him?

B. Satisfaction

1. Did the speaker present complimentary facts about the host, guest, or donor?
2. Did the speaker indicate the warmth or extent of his greeting--personally or on behalf of the group he represents?
3. Did he discuss future plans?

C. Visualization

1. Did the speaker suggest anticipated pleasure in having the guests present, in being present as a guest, in using the gift and remembering the donors of it, or in performing the duties of the office.
2. Did the speaker close with an emphatic, sincere reiteration of the greeting or acknowledgment?

Analyzation

I. Purposes:

1. Did the speaker express a genuine sentiment of gratitude or hospitality?

In an examination of the speeches we found that three of the speeches did follow Dr. Monroe's criterion.

Earl Warren in his speech of welcome to the United Nations stated that the people of California were highly honored by the presence of the United Nations in their state. He went on to say that they were grateful to the United Nations for the unity which pushed the war to a stage that made possible such a timely conference.

Theodore Roosevelt in his acceptance of a horse and saddle thanked the people of Cheyenne and Douglas, Wyoming.

Dwight Eisenhower expressed gratitude to the Chamber of Commerce for the honor bestowed on him.

Four of the speeches, however, did not express a genuine sentiment of gratitude or hospitality.

2. Did the speaker attempt to create good feeling in the audience?

We found that in five of the model speeches the speakers did make this attempt.

Evidence of this is found in Warren's speech when he told the United Nations group that the people of his state had an unshakable faith in the purpose of the gathering.

Eden attempted to create good feeling with his audience when he referred to San Francisco as a very suitable setting for the United Nations meeting. He also complimented the city as one of the main centers of the UN war effort.

On examination of Theodore Roosevelt's speech we found that he was trying to create good feeling when he told his audience that he was going to rechristen the horse "Wyoming" to commemorate their great state.

Eisenhower gained good feeling in his audience by referring to the overgenerous remarks of Mr. Grimes and also in the reference he made to the fact that the honor presented to him would not have been possible if it had not been for many fallen G. I.'s and officers.

In Stevenson's speech, we found that he discussed the Democratic history in Illinois over the past one hundred years and told of the accomplishments of the Democratic governors as well as their birthrights. This was a means to establish good feeling in his audience.

Two of the speeches did not carry out this particular purpose.

II. Characteristics of Content:

1. Did the speaker indicate for whom he was speaking?

We found that all of the speakers did indicate that he personally was making the statement of courtesy or that he was representing a particular group.

Warren and Stevenson were representing their own states as the governor of their states. Anthony Eden in his speech of response was representing the UN delegation. Eisenhower, Roosevelt, Faulkner, and Stevens were all speaking in their own behalf.

2. Did the speaker present complimentary facts about the person or groups to whom he was extending the courtesy?

In reviewing the model speeches, one observes that two of the models did plainly follow Monroe's criterion and a third speech did indirectly follow this point. However four of the speeches did not give evidence of this criterion.

Warren made a reference to the nations attending the conference as not only being ages old, but which had for centuries been struggling for a better world. The United States, a new nation, had now taken up this struggle.

In Eden's speech, the data revealed referred to San Francisco as a splendid city and he stated that no more suitable setting could have been found for the

conferences.

Eisenhower indirectly complimented the Chamber of Commerce when he referred to the priceless token of their honorary membership.

3. Did the speaker avoid points of disagreement?

In a review of the speeches we did not find any statements that would be likely to bring about disagreement from the particular audiences being addressed.

III. Organisation:

A. Attention

1. Did the speaker open with a reference to the occasion?

Only one of the speakers actually made a direct reference to the occasion. Adlai Stevenson did refer to the occasion when he welcomed the delegates to the Democratic Convention in Chicago in 1952.

However in the other six speeches there was no evidence of a direct reference to the particular occasion.

2. Did the speaker (accepting a gift or an office) begin by referring to the donor or the group which elected him?

This particular criterion applied to four of

the model speeches. Of the four speeches we examined only two followed Monroe's criterion.

Eisenhower opened his acceptance speech by stating that he was keenly sensitive to the great honor that the Chamber had given him.

Roosevelt began by thanking the people of Cheyenne, for the beautiful saddle and the people of Douglas for the beautiful horse. His first statement was one of cordial thanks.

The other model speeches did not make any acknowledgment of the group or the donor.

B. Satisfaction

1. Did the speaker present complimentary facts about the host, guest or donor?

A study of the model speeches revealed that two of the speeches employ this criterion.

Warren made the statement that the people of his state look upon the presence of the UN in their state as a great and necessary step toward world peace.

Anthony Eden complimented the host city of San Francisco and the whole state of California when he referred to the traditional hospitality that had been extended to the delegation. He also extended his compliments to the entire United States for hosting the meeting.

We would have to exclude the other five speeches

from this criterion. They did not give us a good clear example of the speaker presenting complimentary facts about the host, guest, or the donor.

2. Did the speaker indicate the warmth or extent of his greeting on behalf of the group he represents?

As we consider the speeches on this point we must judge two of the speeches specifically concerned with a greeting or welcome.

The two welcoming addresses given by Governor Warren and Governor Stevenson did follow this criterion. Both gentlemen referred to the people of their states when they extended their greetings. The governors both showed warmth in their greetings as well as pride for their states. We see that while both men were greeting their guests they were also making some references of warmth about their states.

Warren referred to his state as a young civilization located on the Pacific Coast of the United States.

Likewise, Stevenson referred to the great distance that a person can see on the prairies of Illinois and the Middle West.

The other speeches did not fall under this particular criterion.

3. Did the speaker discuss future plans?

Of the seven speeches, we found that three of them follow Monroe's criterion.

Roosevelt in his speech told how he would feel proud to ride around Washington on the new horse that was given to him.

John F. Stevens who received the John Fritz medal told how his life was passing him by and that he was going to his appointed time and place, and that he was going to go with a feeling of gain, not money, but of knowledge and comradeship with the great minds that had gone on before.

Stevenson set down a plan that he felt the delegates should try to keep in mind during the convention activities. He felt that the reaffirmation of United States strength in foreign policy, a personal feeling of firm faith, and an awareness that all the world would be listening and watching the progress of this convention should be kept in mind.

The other speeches did not have any indicated plan for the future. They did not fit Monroe's criterion on this particular point.

C. Visualization

1. Did the speaker suggest anticipated pleasure in having the guests present, in being present as a guest, in using the gift and remembering the donors of it, or in performing the duties of the office?

In judging the speeches involved we would have

have to say that only one of the speeches fit this criterion.

The one speech was that of Roosevelt. He did anticipate the pleasure he was going to get from the gifts given to him by the people of Wyoming. He assured the people that no other gifts could have pleased him more.

In this author's opinion, the other six speeches did not carry out this point of Monroe's criterion at all.

2. Did the speaker close with an emphatic, sincere reiteration of the greeting or acknowledgment?

Warren, Eden, Roosevelt, and Stevens all closed their speeches in this manner.

Warren gave a formal restatement of his welcome.

Eden gave acknowledgment to the host of the conference for the work that had gone into the organization of the meeting.

Roosevelt closed his speech with a sincere reiteration of the splendid gifts presented to him.

In Steven's speech he did not only give a sincere reiteration of thanks, but he gave acknowledgment to his friends who were in attendance at the program.

Conclusion

After judging the model speeches recommended for study in

Monroe's Chapter twenty-five, this author feels that the speeches suggested do not fit the criteria Monroe suggests. Some parts of the various speeches do fit the criteria quite well, but in the majority of the cases the entire speech does not begin to fill all of the points that Monroe has established for speeches of courtesy. Therefore, this author would recommend that other speeches should be considered for study or else parts of the speeches that Monroe recommends be used to the extent that they fit the criteria.

Speeches to Secure Goodwill

Criteria for Judgment

I. Purpose:

1. Did the speaker present his material in such a manner that the audience could understand and appreciate his organization?
2. Did the speaker present information about his profession or organization in such a way that he gained goodwill and support for it?

II. Characteristics of Content:

1. Did the speaker present novel, interesting facts about his organization or profession?
2. Did the speaker show some definite relation between his organization or profession and the lives of his listeners?
3. Did the speaker avoid too definite a request for approval?
4. Did the speaker offer some definite service?

III. Organization:

A. Attention

1. Did the speaker try to establish a friendly feeling and arouse the audience's curiosity about his profession or institution?
2. Did the speaker refer to any unusual facts or illustrations concerning his organization?

B. Need

1. Did the speaker point out certain problems facing his audience with which his institution or profession was vitally concerned?
2. Did the speaker try to establish a common ground with his audience?

C. Satisfaction

1. Did the speaker relate interesting events in the history of his institution?

2. Did the speaker explain the organization and operation of his institution?

3. Did the speaker tell what his organization did?

D. Visualization

1. Did the speaker crystallize the good will that he intended to create?

2. Did the speaker use stories or illustrations to clarify the points that were listed in the Satisfaction Step?

E. Action

1. Did the speaker offer his service to the audience?

2. Did the speaker express willingness on the part of his organization to assist in community enterprises or projects?

Analyzation

I. Purpose:

1. Did the speaker present his material in such a manner that the audience could understand and appreciate his organization?

Both Churchill's and Ferguson's organization could be easily understood by the audience.

2. Did the speaker present information about his profession or organization in such a way that he gained goodwill and support for it?

Both speeches adhere to Monroe's criterion.

Churchill reiterates his political background in the House of Commons. This helped establish a tie between Britain and the United States.

Mr. Ferguson talks about clocks and clock manufacturing, one of America's oldest industries.

II. Characteristics of Content:

1. Did the speaker present novel, interesting facts about his organization or profession?

Churchill points out his American and British heritage.

Mr. Ferguson delved into the background of timekeeping, showing the development of the unique styles of clocks and the birth of a new industry.

2. Did the speaker show ~~some~~ definite relation between

his organization or profession and the lives of his listeners?

Both speeches fulfill this criterion.

Churchill relates to the common war effort between Britain and the United States, and Ferguson shows that ~~Americans~~ will use more American-made clocks in the future. American produces clocks of highest quality.

3. Did the speaker avoid too definite a request for approval?

Both men did not overly seek approval from their audience.

4. Did the speaker offer some definite service?

Churchill displayed the advantages of joining forces to strengthen victory.

Ferguson explained about the care that a clock should receive, both maintenance and winding.

III. Organization:

A. Attention

1. Did the speaker try to establish a friendly feeling and arouse the audience's curiosity about his profession or institution?

Churchill placed his listeners on a common

ground toward a common goal of victory, which established a friendlier atmosphere.

Ferguson aroused curiosity about his products through an examination of the various styles of clocks.

2. Did the speaker refer to any unusual facts or illustrations concerning his organization?

Churchill concluded that if Germany had tried to invade the British Isles after the French collapse in June, 1940, and if Japan had declared war on the British Empire and the United States at the same time, greater agencies would have been suffered.

The annual production was about 11,000,000 clocks, and about 1,500,000 clock movements in recording instruments, time switches and other devices of time. Watches were not included in this figure.

B. Need

1. Did the speaker point out certain problems facing his audience with which his institution or profession was vitally concerned?

Churchill felt that unification of the two English-speaking nations and the build-up of their supplies and armies would conquer the foe Germany. This satisfies the above criterion.

Ferguson felt that the clock companies were always concerned with style, size, and color of clocks

to fit any decorative scheme. Clocks of beauty and utility, at any price range, were produced to settle quandries about gifts.

2. Did the speaker try to establish a common ground with his audience?

This criterion had already been established adequately in one of the above criteria.

C. Satisfaction

1. Did the speaker relate interesting events in the history of his institution?

Ferguson talks about early methods of timekeeping, the divisions of time, the adoption of a calendar (Julian), and finally the invention of the clock.

We found no evidence of this criterion in Churchill's speech.

2. Did the speaker explain the organization and operation of his institution?

Both speeches did not apply to this criterion.

3. Did the speaker tell what his organization did?

Both speeches did not meet this criterion.

D. Visualization

1. Did the speaker crystallize the good will that he intended

to create?

This criterion has already been explained in the Satisfaction Step.

2. Did the speaker use stories or illustrations to clarify the points that were listed in the Satisfaction Step?

Ferguson exemplified the methods of time-keeping by showing that primitive man used the moon to fix the time; the divisions of time by the example that four thousand years ago the Chaldean astronomers marked the path of the sun through the heavens by the signs of the Zodiac; the adoption of the Julian calendar, was important although the original was altered. Caesar's nephew, Emperor Augustus, or some of his flatterers, tampered with this calendar and added an extra day to August. Lastly, the invention of the clock showed that Christian Huggens, a Dutch mathematician, designed the first pendulum clock. Galileo had discovered the pendulum some seventy-five years before, but it had not been used in clocks.

Churchill's speech did not apply.

E. Action

1. Did the speaker offer his service to the audience?

Churchill was asking for the United States' service rather than offering his own, so this criterion really didn't apply.

Ferguson spoke about clock companies as a whole and the American manufacturing of clocks gaining more prominence in the future, but he didn't speak specifically of the Seth Thomas company. He did offer helpful suggestions on the care and maintenance of the clock.

2. Did the speaker express willingness on the part of his organization to assist in community enterprises or projects?

Neither speech dealt with this criterion.

Conclusion

In concluding this analysis, it was evident that these speech models followed the criteria closer than the speeches in the previous chapters. Of the two model speeches, Ferguson's speech followed the criteria better than Churchill's.

Speeches of Tribute
Criteria for Judgment

I. Purpose:

1. Did the speaker secure appreciation of the commendable traits or accomplishments of the person being honored?
2. Did the speaker arouse a deeper devotion to the cause the honored person represented?

II. Characteristics of Content:

1. Did the speaker select the aspects of the man's personality which were most worthy of admiration?
2. Did the speaker pick out a few of the man's most successful accomplishments?
3. Did the speaker tell of the influence the person had on the lives of those around him?

III. Organization:

A. Attention

1. Did the speaker make a straightforward, sincere statement of the commendable traits, achievements, or influence which made the man worthy of tribute?
2. Did the speaker refer to specific incidents from the person's life which illustrated these dominant traits?
3. Did the speaker relate an incident showing the problems the person faced?

B. Need

1. Did the speaker point out the obstacles which confronted the person to whom tribute was being paid?
2. Did the speaker try to get the listeners to identify with the person and feel sympathy for his needs and problems?

C. Satisfaction

1. Did the speaker cite the subject's personal traits which made it possible for him to deal successfully with these problems?

2. Did the speaker show how remarkable the person's achievements were in spite of the obstacles that confronted him?
3. Did the speaker show how great the person's influence on others was?

D. Visualization

1. Did the speaker use an apt quotation?
2. Did the speaker suggest how much improved the world would be if more people possessed similar qualities?
3. Did the speaker suggest how much the person would be missed?

E. Action

1. Did the speaker, in giving a eulogy, suggest that the best tribute the audience can pay is to live as he did or to carry on what he started?
2. Did the speaker, in giving a dedication, suggest the appropriateness of dedicating a monument or building?
3. Did the speaker in presenting a gift speak of loyalty and admiration?

Nomination: Special Forms

- I. Did the speaker announce that he was going to nominate a man for an office?
- II. Did the speaker point out the qualification the man will need as well as the problems he must face?
- III. Did the speaker present evidence that the man has the necessary qualifications, especially emphasizing past experience and policies?
- IV. Did the speaker picture the man's probable success in office and the value the organization would derive from it.
- V. Did the speaker formally place the man's name in nomination and urge the audience to vote for him?

Analysation

I. Purpose:

1. Did the speaker secure appreciation of the commendable traits or accomplishments of the person being honored?

Eight of the speeches did follow this criterion.

These speeches will be discussed under Organization,

Part 1 of the Attention Step.

2. Did the speaker arouse a deeper devotion to the cause the honored person represented?

McKinley did strive to create a deeper feeling of devotion not only for Washington, but for the American way of life, as well as the American people.

Roosevelt stated that Smith would not abandon his principles under any circumstances and if elected president a new era of good feeling and accomplishment would come.

Henry Fisher stated that the monument will always keep alive the spirit of the two men who did their work, held their place, and had no fear to die.

John Marshall showed faith in the American people without respect to party.

Elliot emphasized that Horace Mann believed strongly in moral law as shown through his temperance work.

Churchill felt that King George VI, through his

life and family ties, exemplified a deep devotion to his duty as a sovereign toward the people of the British Empire.

Five of the eleven speeches did ^{not} fit Dr. Monroe's criterion.

II. Characteristics of Content:

1. Did the speaker select the aspects of the man's personality which were most worthy of admiration?

In our study we found that this question will be answered in the first question of the Attention Step under Organization.

2. Did the speaker pick out a few of the man's most successful accomplishments?

Six speeches adhere to this criterion. The speech on Horace Mann showed that he established a co-educational school at Antioch. His democratic classroom was a co-operative enterprise.

John Marshall carried "gentle peace to silence envious tongues." After thirty-five years the people finally believed in him and accepted his ideas on the Constitution.

King George VI reinforced the people's image, of the Crown, both at home and abroad.

Lincoln became the champion of the common people.

Washington served as the Father of the nation and

the leader of the people.

Alfred E. Smith showed his progressive spirit as governor by many accomplishments, among which were laws prohibiting night work for women and the employment of small children. He organized the Workmen's Compensation Law and Labor Boards.

3. Did the speaker tell of the influence the person had on the lives of those around him?

All of the speeches followed this point.

Horace Mann spoke to the graduates of Antioch College on striving for the victory of humanity. More people began talking about the problems of education.

John Marshall influenced people by his character and achieved triumph.

King George VI showed extreme bravery and fortitude during illness, and he did much to intensify the stability of the people.

Lincoln exemplified a height of purpose, ideal, character, and intelligence, which impressed people in other lands as well as in America.

Washington's calm and steady judgment won men's support, and commanded their confidence by appealing to their best and noblest aspirations.

John Williams influenced the people by pointing out the petty squabbles that the Senate got into.

Thomas Marshall caused the people listening to hear the importance of good government and representatives of that government.

Henry Fisher laid emphasis on the strength and dauntless spirit of the two men being honored.

F. O. Watts increased the awareness of the problem of recognizing the ex-presidents of the American Bankers Association.

William Borah showed that Charles Curtis was from the Middle West, yet his concepts were nationwide.

Roosevelt showed that Alfred E. Smith was a campaigner, showed militant leadership, and used simple language to carry conviction to the people.

III. Organization:

A. Attention

1. Did the speaker make a straightforward, sincere statement of the commendable traits, achievements, or influence which made the man worthy of tribute?

In an examination of the speeches we found that eight of the speeches did follow Monroe's criterion.

Mr. Fisher exalted the manhood and courage of Yale men.

Likewise, John Marshall's character showed courage and self-sacrificing devotion. Some of Marshall's accomplishments were decisions which challenged the constitutional theories of the powerful political party.

Horace Mann was faced with hardships, but went on to overcome them. Elliott told of a number of accomplishments that Mann brought about in his lifetime concerning public education.

Lloyd George listed a number of traits which Lincoln possessed. Among them were courage, fortitude, patience, humanity, clemency, and a trust in the people.

King George VI was eulogized by Churchill as being a man of great courage in battle as well as in the face of death.

President McKinley referred to Washington as a man with military genius, patience, sagacity, courage and skill.

There was evidence of Roosevelt's attempt to secure appreciation for the accomplishments of Alfred Smith throughout the speech.

Three of the suggested models did not follow Monroe's criterion.

2. Did the speaker refer to specific incidents from the person's life which illustrated these dominant traits?

The author felt that this criterion was met in Part 2 Characteristics of Content.

3. Did the speaker relate an incident showing the problems the person faced?

Horace Mann ate only one meal every two days for a period of six months to secure enough money for the

institution of Antioch College.

In the speech on John Marshall, Georgia refused to appear at the bar of his court in obedience to his summons, and refused to comply to a decree his court set down.

King George VI had to struggle to stay alive, yet he was determined to die bravely if the time came.

Lincoln was criticized for waging war too earnestly for a man who loved peace. Others thought he shouldn't soft-heartedly show his appreciation for victory.

John Williams felt cynical, because he disagreed with the Senate squabbles.

Mr. Fisher showed that one man met the disappointment of the soldier left behind, the toil, drudgery, and sickness. The other man met death with courage in long quiet after battle.

L. O. Watte wanted to know what to do with the Ex-Presidents.

Alfred E. Smith faced the problem of the people's lack of confidence in government and the lack of leadership of those in power.

Three had no persisting problems.

B. Need

1. Did the speaker point out the obstacles which confronted the person to whom tribute was being paid?

This criterion was handled in number 3 of the Attention Step.

2. Did the speaker try to get the listeners to identify with the person and feel sympathy for his needs and problems?

This criterion was discussed in Part 3 of the

Organization Step.

C. Satisfaction

1. Did the speaker cite the subject's personal traits which made it possible for him to deal successfully with these problems?

This criterion was covered in Characteristics of Content.

2. Did the speaker show how remarkable the person's achievements were in spite of the obstacles that confronted him?

Yes, this was explained in Part 1 of the Attention Step.

3. Did the speaker show how great the person's influence on others was?

This criterion was analyzed in Part 3 of Characteristics of Content.

D. Visualization

1. Did the speaker use an apt quotation?

Horace Mann uttered the summary of his life---

"God-Man-Duty."

John Marshall went to France and vindicated the dignity of the republic in the policy of "millions for defense but not one cent for tribute."

Churchill used "God Save the Queen" in the last part of the King George VI speech.

Woodrow Wilson said, "The great voice of America does not come from the university. It comes in a murmur from the hills and the woods, from the farms, the factories and the mills--rolling on and gaining volume until it comes to us from the homes of the common people." This was quoted in the Alfred Smith nominating speech.

Seven of the speeches did not use a quotation.

2. Did the speaker suggest how much improved the world would be if more people possessed similar qualities?

This was definitely an underlying thought, yet the speeches didn't outwardly state this in words.

3. Did the speaker suggest how much the person would be missed?

In all the eulogies, particularly, there was an element of hope that the people would carry on the accomplishments of the person. The King George VI speech showed this, because Churchill bemoaned the family's loss. Yet, he offered hope for the future.

E. Action

1. Did the speaker, in giving a eulogy, suggest that the best tribute the audience can pay is to live as he did or to carry on what he started?

Again, this criterion was implied, but not specifically stated in the speech.

2. Did the speaker, in giving a dedication, suggest the appropriateness of a monument or building?

Lloyd George emphasized that Lincoln made a profound impression in all lands as well as in America.

William McKinley expressed that the Washington statue reveals not only the gratitude and reverence of the living, but is a testimonial of affection and homage from the dead. Every monument to Washington is a tribute to patriotism.

3. Did the speaker, in presenting a gift, speak of loyalty and admiration?

Henry Fisher, in the Yale Gateway presentation, expressed that these names Cheney--Ives were added to the roll of those who have served Yale because they served their country. More examples of loyalty and admiration were reflected throughout the speech.

F. O. Watts did not explicitly state loyalty and admiration, but they were implied.

Nomination: Special Form

- I. Did the speaker announce that he was going to nominate a man for an office?

William E. Borah did announce that he was placing Charles Curtis up for the nomination of Vice President. Franklin Roosevelt did not make any mention of this early in his speech.

- II. Did the speaker point out the qualifications the man will need as well as the problems he must face?

Roosevelt pointed out that Alfred Smith would have to face the people's lack of faith in government and leadership.

- III. Did the speaker present evidence that the man had the necessary qualifications, especially emphasizing past experience and policies?

Roosevelt did point out many of the qualifications of Smith. He referred to Smith's past election record. He told how many times Smith had been elected. He also told of Smith's wide acceptance by Democrats and Republicans alike.

We also found that Borah stated many facts and referred to Curtis as a man with the necessary qualifications.

Both speakers emphasized the past experience of the men in question.

- IV. Did the speaker picture the man's probable success in office and the value the organization would derive from it?

We found that Roosevelt definitely pointed out that Smith would be successful if elected. He referred to several things that Smith had already accomplished and then he listed a number of things that he felt Smith would do if elected. He also pointed out that by Smith's election the people would be gaining him good government if they would elect him.

There was no indication of this in Berah's speech.

- V. Did the speaker formally place the man's name in nomination and urge the audience to vote for him?

Both speakers placed their candidates' names in nomination.

Conclusion

After an examination of the previous model speeches the author concludes that there seemed to be more overlapping of criteria than in the other chapters. This was particularly noticed in the Satisfaction Step. Generally speaking, only part of the speeches followed the recommended criteria.

CHAPTER IV

Conclusions

The purpose of this study was to determine how well the model speeches cited in Alan H. Monroe's, Principles and Types of Speech, Fifth Edition reflect the recommended principles for composition of "speeches for special occasion."

The working hypothesis was that the samples recommended for study would not fully satisfy the suggested principles for composition.

The analysis made led to the conclusion that the tentative hypothesis was correct. None of the speeches recommended for study fully, or even satisfactorily, adhere to the suggested principles for composition.

A teacher who wished to use speech manuscripts as aids for his students in learning to compose "speeches for special occasions" would do well to ignore Monroe's samples and to compile a collection of his own which adhere much more closely to Monroe's criteria for effective composition.

Further Research

Since this study was limited to an analysis of one contemporary textbook in public speaking, it is suggested that teachers interested in the correlation of models and principles should make comparable studies using current texts other than Monroe's.

APPENDIX

INTRODUCTIONS

Clarice Kline, Introducing John S. Cooper
National Education Association, Ninety-Eighth Annual Meeting,
July 1, 1960.

- I. Honorable John Sherman Cooper, Senator from Kentucky, is the speaker for the evening.
 - A. His background in supporting education is recounted.
 1. He was a co-sponsor of the Murray-Metcalf bill for broad federal support of public education.
 2. Since 1946, in the Senate he has supported bills of federal assistance to the states for educational purposes.
 3. The Republican Senator was co-author of the Taft Bill in 1947 which passed the Senate but was not acted on by the House.
 4. In 1954 he introduced and reported to the Senate a school construction aid bill which did not come to a vote.
 5. In 1958 he was co-sponsor of the National Defense Education Act.
 - a. It provides loans for high school graduates attending college.
 - b. It provides fellowships for graduate students.
 - c. It provides grants for teachers attending training institutes.
 - d. It provides assistance for vocational training.
 - e. It provides for the purchase of specialized school equipment.
 6. He was a member of the Education Subcommittee of the Senate Committee on Labor and Public Welfare which reported the school construction bill to the Senate.
 7. He supported the Clark Mommoney amendments to this bill, which authorizes grants to the states to be used either for classroom construction or to increase teachers' salaries.
 - B. Newsweek magazine conducted a pole of 50 top Washington correspondents who rated Cooper among the "ablest men in Congress".
 - C. He was rated the leading Senate Republican out of the quartet of winners in the survey.

II. Clarice Kline introduces Senator Cooper, a worker with the National Education Association in the interests of our schools, who will speak on "Imperatives of Our Times". 83

John K. M. McGaffery, Introducing Joseph S. Clark
The Nation's Future, NBC Television Show, December 17, 1960.

- I. He welcomes the ladies and gentlemen to the half-hour edition of The Nation's Future.
 - A. Every third week they concentrate on issues of national impact with local application.
 - B. The subject used is "Should Federal Aid to Education Include Teachers' Salaries?"
- II. They are also considering the future of our children.
 - A. Certain questions must be asked.
 1. Can we afford a teacher shortage numbering about 200,000?
 2. Can we afford to have half a million children going to school part-time?
 3. Can we get good teachers for our children when the national average of teacher salaries is less than \$5,000?
 - B. We must fulfill the potential of every youngster and insure the maximum strength and capability of our democratic society.
 1. We need more teachers.
 2. We need better teachers.
 3. We need more schools.
 - C. We need the best means to provide or obtain these goals.
 - D. Who should pay for the school system that we need and that we want and to what degree?
- III. The first of two speakers, Senator Joseph S. Clark, is the senior Senator from Pennsylvania.
 - A. After getting his law degree from the University of Pennsylvania he became city controller and then mayor of Philadelphia.

- B. He was elected to the United States Senate in 1956 for the term expiring January, 1963.

Speeches at the Banker's Club, New York, Introducing Julius H. Barnes

Mr. James Brown, who made this speech of introduction, is a banker, and president of the British Empire Chamber of Commerce.

I. The guest of honor today is a business man.

- A. His particular line has been grain, the staple of the world.
- B. During the Great War he was asked to go to Washington, and there he became president of the U. S. Food Administration Grain Corporation, where he handled the grain supply of the world.
- C. He earned decorations.
 - 1. He was decorated by the Kingdom of Italy.
 - 2. He was decorated by the Republic of France.
 - 3. He was decorated by the Kingdom of Belgium.
 - 4. He was decorated by Poland, Bulgaria, and Finland.
- D. He is now president of the United States Chamber of Commerce, an organization of business men and business organizations believed to be the largest in the world with something like seven hundred thousand members.

II. James Brown, presents Mr. Barnes, president of the U. S. Chamber of Commerce.

WELCOME

California Welcomes the United Nations

This speech was delivered by Earl Warren then Governor of California, to delegates assembled at the United Nations Conference on International Organization, held in San Francisco in the spring of 1945.

- I. He greets the President, ladies and gentlemen.
 - A. He says that the people of California are highly honored by your presence.
 - B. They are grateful to the UN for the unity which has pushed the war to a stage that makes timely such a conference as is now being opened.
 - C. The importance and the solemnity of the occasion are shared.
- II. The qualifications for meeting in California are brought forth.
 - A. The people have unshakable faith in the purpose which inspired the gathering.
 - B. The bonds of understanding are hoped to benefit all humanity for generations to come.
 - C. There is a young civilization chosen for the drafting room for a new era in international good will.
- III. The goals of the Conference are discussed.
 - A. Our future is linked with the world future in which the term "Good Neighbor" is a global consideration.
 1. Understanding assures peace.
 2. True understanding comes from free consultation.
 - B. Neighborliness and unity must be recognized in world affairs.

1. Unity provides the strength to win the war.
2. It can bring us closer to the end of world conflict.
3. A new measure of security for all nations can be established.
4. Neighborliness can advance tolerance and understanding.

IV. He made a formal restatement of welcome to the people.

Stevenson's Welcoming Address, Democratic National Convention
 This speech was delivered by Adlai Stevenson, then Governor
 of Illinois, at the 1952 Democratic Convention in Chicago.

- I. Governor Stevenson welcomes the 1952 Democratic Convention to Chicago.
 - A. He states that they can see in all directions on the prairies of Illinois and the Middle West.
 - B. There must be no shackles to ideas and aspirations.
- II. He reiterates the American story of the Democratic Party.
 - A. Until four years ago the people of Illinois had chosen but three Democratic governors in a hundred years.
 1. John Peter Altgeld, a German immigrant, was one.
 2. Edward F. Dunne, whose parents came from Ireland, was another.
 3. Henry Horner, one generation removed from Germany, was the third.
 - B. They were Protestant, Catholic, and Jew respectively.
- III. The modern Democratic story began in Chicago.
 - A. Economic and social progress began with the nomination of Franklin Roosevelt.
 1. We fought total depression to victory.
 2. We fought total war to victory.
 3. We launched the United Nations.
 4. We had a grim contest with the communist conspiracy on every continent.
 - B. The Republicans say it was all a miserable failure.
 1. Socialism caused the problem.
 2. Bungling caused the problem.
 3. Corruption caused the problem.
 4. Mismanagement caused the problem.
 5. Waste caused the problem.

IV. He expresses the expectations of the people in the Democratic Party.

- A. Millions of mankind see in the Democratic Party the breadth and depth of the revolutionary currents in the world.
- B. There must be no turning back as Justice Holmes said, "We must sail sometimes with the wind, sometimes against it; but we must sail and not drift or lie at anchor."
- C. They see in the Democratic Party an understanding of a world in the torment of transition from an age that has died to an age struggling to be born.
- D. They see determination to stand fast against the barbarian at the gate.
- E. They see us cultivating allies with a decent respect for the opinion of others.
- F. They see us patiently exploring every misty path to peace and security which is the only certainty of lower taxes and a better life.

V. Stevenson warns against the mistakes that could be made.

- A. No superficial solutions and endless elocution will work.
- B. Words are not deeds.
- C. There are no cheap and painless solutions to war, hunger, ignorance, fear and to the new imperialism of Soviet Russia.
- D. Denunciation is not a program for our salvation.
- E. Words calculated to catch everyone may catch no one.
- F. We must profit from Republican mistakes not just for our partisan benefit, but for the benefit of all, Republican and Democrat alike.
- G. There must be no denial of mistakes or excuses for wronging public trust.
 - 1. Self-criticism is the secret weapon of democracy.
 - 2. Candor and confession are good for the political soul.
- H. There must not be complacency or looking back to great yesterdays--instead look forward to great tomorrows.
- I. We must not count what we are against but what we are for.
- J. Who leads us is less important than what leads us.

VI. Stevenson expresses his hopes for the future.

- A. We must not be preoccupied just with personalities but with objectives.
- B. The spirit of the Convention should be concerned with these three things:
 - 1. Reaffirmation that the United States is strong, resolved, resourceful and rich is important.
 - 2. We should know the duty and destiny of this heaven-rescued land.
 - 3. We should pursue a strong, consistent and honorable policy abroad and meanwhile preserve the free institutions of life and of commerce at home.
- C. A sober message of firm faith and confidence such as St. Francis said, "Where there is patience and humility there is neither anger nor worry."
- D. We are not meeting alone, because all the world is watching and listening.

RESPONSE

Response to Welcome

This is the response made by Anthony Eden, chairman of the United Kingdom Delegation to the United Nations Conference on International Organization.

- I. He addresses the chairman, Fellow Delegates, Ladies and Gentlemen.
- II. The suitable setting of San Francisco is lauded.
 - A. It is one of the main centers of the United Nations war effort.
 - B. It has confidence in the future and is equalled only by its comradeship today.
- III. He expresses gratitude for the hospitality and to the government of the United States for being host.
- IV. He thanks all people who helped organize the Conference and labored in the common cause.

Response to Presentation of the John Fritz Medal

Mr. Stevens delivered this address at the formal presentation of the John Fritz Gold Medal, New York, March 23, 1925.

- I. Mr. Stevens' response says that the Medalist shall not say much, and that of little consequence. About all required of him is that he shall look pretty.
- II. Mr. Stevens reflects upon the occasion.
 - A. He wonders if he is in a daze, wondering if this ceremony were not an iridescent dream, from which he would shortly awaken to the "cold gray light of the morning after."
 - B. But the concrete evidence is here as a symbol of the great honor which marks the top of his professional life.
 - C. He is like the gentleman who came into conflict with the law, who upon being asked whether he was guilty or not guilty, replied that he could not tell until he had heard what the lawyers had to say.
 1. But listening to the preceding speakers, one must be inclined to the opinion that they agree with the decision of the four great engineering bodies.
 2. If he were not wholly guilty in certain cases which demanded considerable ability and involved great responsibility, he was seriously implicated.
 3. Time can always render a just verdict, or to reverse an unjust one.
- III. He elaborates on his background.
 - A. It is more than a half-century, fifty-four years, since he as a lad, without money, influential friends or technical training, cast his hat into the ring of the engineering career.
 - B. Perhaps an aptitude for higher mathematics and a tendency toward wanderlust could be reasons for such a lifework and he never has regretted it.
 - C. He had to overcome the lack of technical education, so his Bible was the works, written on paper and in timber, iron and stone, of the great men who have long since died, who laid so well the foundation of modern American engineering practice, which for boldness and fertility of conception and thoroughness of execution, has no peer in the world.
 - D. When his career looked uncertain he asked himself: "Is this worthwhile? Why not just drift along as so many are doing, for the result will be the same in the end?"

E. For years the work took him away from the petty trappings of civilisation to the wide open spaces along mountains, close to Nature, who is the great Comforter and Mother of us all and ready to whisper a word of cheer.

F. An American poet sang of Agassiz:

Whenever the way seemed long,
Or the heart began to fail,
She sang a more wonderful song,
Or told a more marvelous tale.

IV. The answers are present tonight.

- A. He wishes that he had brain and tongue to give proper expression to his heartfelt appreciation of it and of what it means to him.
- B. The successes are due to the work of the men upon he has relied for advice and assistance, and he has called them all his friends.
- C. He bows to the majority and their decision contentedly, even though he felt that the honor was greater than he deserved.

V. He comes to the conclusion.

- A. Even though national wealth has passed him by, he has gained something which money cannot purchase and which is the visible evidence that he had not lived wholly in vain and that he could claim comradeship with those great minds who have previously been so honored at this place.
- B. He thanks the body of Engineers for the honor, and he thanks his friends for their attendance.

ACCEPTANCE

On Accepting a Horse and Saddle

Delivered by Theodore Roosevelt, President of the United States,
at Cheyenne, Wyoming, June 1, 1903.

- I. He expresses his thanks to the people of Cheyenne for the saddle and to the citizens of Douglas for the beautiful horse.
- II. He will rechristen the horse "Wyoming" to commemorate this state.
- III. He will be proud to ride so fine a horse at Washington from the country he loves so well and which produces the finest horses in the world.
- IV. He has broken the saddle.
 - A. The single-footer is a rocking horse to ride across even the rough country on his back.
 - B. This gift pleased him very much.
- V. In conclusion he expresses his thanks for the splendid gifts which commemorated as pleasant a forty-eight hours any President ever spent since the White House was built.

On Accepting the Nobel Award

This speech was delivered by William Faulkner at Stockholm, Sweden, on December 10, 1950.

I. Importance of the Nobel Prize to Mr. Faulkner is introduced.

- A. He felt that the award was made to his work and not to the man himself.
- B. He created something of the human spirit which did not exist before.
- C. He wanted to use his acclaim by expounding wisdom to young men and women who would someday stand on the same threshold.

II. Problems of the spirit must be written about.

- A. People today forget the conflicts of the human heart with itself as the source of good writing.
- B. He must learn the old universal truths of the Human heart.
 - 1. Love is one truth.
 - 2. Honor is one truth.
 - 3. Pity is one truth.
 - 4. Pride is one truth.
 - 5. Compassion is one truth.
 - 6. Sacrifice is one truth.
- C. He writes of the glands not of the heart.

III. People write as if they are watching the end of man.

- A. Faulkner does not accept the end of man.
- B. Man will prevail; not merely endure.
 - 1. He is immortal because he has a soul.
 - 2. He has a spirit of compassion and sacrifice and endurance.
- C. The poet's, the writer's duty is to write about these things.

Acceptance of Honorary Membership

Dwight D. Eisenhower, then the newly appointed President of Columbia University, delivered this speech in acceptance of an honorary membership in the Chamber of Commerce of the State of New York.

- I. He recognizes Mr. President, Mr. Grimm, Gentlemen, and he is sensible of the honor the Chamber of Commerce has done him.
- II. He will treasure the award of honorary membership, because it came to him so quickly after his transfer to the city.
- III. As he listened to the overgenerous remarks of Mr. Grimm he had to recognize those really responsible for those achievements and wished that they could be here to hear them.
 - A. The GI's were recognized.
 - B. The officers were recognized.
 - C. The Brass Hats were recognized.
 - D. Even every single citizen of the United States, that each in his own sphere attempted to do his job in the late war, was recognized.

GOOD WILL

Address to Congress

Winston Churchill, Prime Minister of England, gave this address before the joint house of Congress on December 26, 1941.

- I. Winston Churchill is honored to be speaking before the members of the Senate and of the House of Representatives in the United States Senate chamber.
- II. Winston Churchill discusses his heritage.
 - A. His American forbears have for generations played their part in the life of the United States.
 - B. He expresses the wish that his mother could have been there to see him.
 - C. Had his father been American and his mother British, instead of the other way around, he might have got their on his own.
 - D. In that case, this would not have been the first time they would have heard his voice.
 - E. He says that he does not feel like a fish out of water in a legislative assembly where English is spoken.
- III. He was a child of the House of Commons.
 - A. His father taught him to believe in democracy, trust the people, that was his message.
 - B. He was cheered by people at meetings and in the streets by crowds of working men in the Victorian days when Disraeli said, "The world was for the few and for the very few."
 - C. Churchill has steered toward the Gettysburg ideal of government of the people, by the people, for the people.
 - D. He owes his advancement to the House of Commons whose servant he is and they could, by vote, remove him from office.
 - E. He is sure they would approve and he obtained the King's permission to meet the President of the United States

to arrange the mapping of military plans and the meeting of the high officers of both countries.

IV. He discussed the United States in war.

- A. He is impressed by the size and solidarity of the United States during the stresses of war.
- B. The United States has been attacked by three most powerfully armed dictator states.
 - 1. Japan is one.
 - 2. Germany is another.
 - 3. Italy the last.
- C. Here in Washington he has found an Olympian fortitude with a firm confidence in the eventual outcome.

V. He discusses Britain's darkest days.

- A. They too had great confidence in their victory.
- B. U. S. and Britain still must face quite an ordeal for the enemy is enormous, bitter, and ruthless.

VI. The enemy's strengths are noted.

- A. They have a vast accumulation of war weapons of all kinds.
- B. They have highly trained and disciplined armies, navies, and air services.
- C. They have plans and designs which have long been contrived and matured.
- D. They will stop at nothing that violence and treachery can suggest.

VII. The U. S. and Britain must learn much about war.

- A. Though our resources in man power and materials are greater than theirs, only a portion are mobilized and developed.
- B. Many of the enemy will afflict us before the latent power can be accomplished.
- C. We have taught that war is evil, whereas, the enemy has been taught that aggressive war is the noblest duty of the citizen and begun as soon as the plans and organization have been made.

VIII. There are consolations for the U. S. and Britain.

- A. Time has been granted to us.

1. If Germany had tried to invade the British Isles after the French collapse in June, 1940, and if Japan had declared war on the British Empire and the U. S. at the same time, greater agonies and suffering would have been our lot.
2. At the end of December, 1941, our transformation from easy-going peace to total war efficiency has been good progress.

- B. The broad flow of munition into Great Britain has begun.
- C. Great strides have been made in the conversion of American industry to military purposes.
- D. Provided that the English speaking world works together toward the supreme task, the end of 1942 should see us in a better position than now.

IX. The greatness of the people will prevail.

- A. Our peoples would rather know the truth, sober though it be.
- B. We are the masters of our fate, that the task which has been set us is not above our strength, that its pangs and toils are not beyond our endurance.
- C. As long as we have faith in our course and unconquerable will power, salvation will not be denied us.
- D. In the words of the Psalmist: "He shall not be afraid of evil tidings, his heart is fixed, trusting in the Lord."

X. The history of victory is noted.

- A. Wounds have been inflicted upon the Nazi tyranny and system which have bitten deep and still foster and inflame not only in the Nazi body but in the Nazi mind.
- B. The boastful Mussolini has crumpled already.
- C. He has been stripped of all his African empire, Abyssinia has been liberated.
- D. Our armies of the East, which were so weak and ill-equipped at the moment of French desertion, now control all the regions from Teheran to Benghazi and from Alippo and Cyprus to the sources of the Nile.
- E. We have devoted ourselves to preparing to take the offensive in Libya due to the superiority and qualities of tanks and aircraft, British and American.

F. For the first time we have fought the enemy with equal weapons.

1. The armed forces of the enemy in Cyrenaica amounted to about 150,000 men, of whom a third were Germans.
2. General Auchinleck sent out to destroy totally that armed force.

XI. The advantages of joining forces strengthens victory.

- A. Hitlerism is suffering in Libya and his accomplices receive the same treatment in every quarter of the globe.
- B. The lifeline of supplies which joins our two nations across the ocean is flowing steadily and freely in spite of all the enemy can do.
- C. The British Empire has grown incomparably stronger and is growing stronger every month.
- D. The United States has drawn the sword for freedom and cast away the scabbard.
- E. The people of Europe lift up their heads again in hope.
 1. They no longer resign themselves to the conqueror's will.
 2. With that hope there burn the fires of hatred and contempt for the filthy Quislings whom he has so burned.
 3. They await the hour of liberation when they, too, will once again be able to play their part and strike their blows like men.

XII. Both countries have experienced problems for which we could not be fully prepared.

- A. People have asked in England, "Why is it that you have not got an ample equipment of modern aircraft and army weapons of all kinds in Malaya and in the East Indies?"
- B. If we diverted or dispersed our gradually growing resources between Libya and Malaya, we should have been found wanting in both theaters.
- C. If the U. S. has been found at a disadvantage at various points in the Pacific Ocean, we know well that that is to no small extent because of the aid which you have been giving to us in munitions for the defense of the British Isles, the Libyan campaign, and above all, because of your help in the Battle of the Atlantic.
- D. If we had full strength at all threatened points we would be at better advantage, but considering the slowness and reluctance to bring ourselves to large scale proportions, we are lucky.

- E. The choice of disposal of our limited resources had to be made by Britain in time of war and by the U. S. in time of peace, and on the whole choice was made right.

XIII. Why did Japan, in a single day, plunge into war against the U. S. and the British Empire?

- A. It seems to be an irrational bet; however, one should assume that careful calculations have been made and they think they see their way through.
- B. The secret societies of subalterns and junior officers of the army and navy who have enforced their will upon successive Japanese cabinets and Parliaments, have forced their country against its better judgment into war.
- C. Here are the outrages they have committed upon us.
 1. Pearl Harbor.
 2. Pacific Islands.
 3. Philippines.
 4. Malaya.
 5. Dutch East Indies.
- D. When we look at our resources and those of China, and the Russian menace over Japan, it becomes more difficult to reconcile Japan's actions.

XIV. What remains in the future?

- A. Twice a world war has fallen upon us.
- B. If we had kept together after the last war, if we had taken common measures for our safety, this renewal of the curse need never have fallen upon us.
- C. Now we must be sure these catastrophes do not engulf us for the third time.
- D. He compares to a pestilence.
 1. Duty and prudence command that the germ centers of hatred and revenge should be constantly worked and treated in good time.
 2. Adequate organization should be set up to make sure that the pestilence can be controlled at its earliest beginning before it spreads and rages throughout the entire earth.
- E. Five or six years ago it would have been easy without shedding a drop of blood for the U. S. and Great Britain to have insisted on the fulfillment of the disarmament clauses of the treaties which Germany signed after the Great War.

- F. We could also have assured Germany these raw materials which we declared in the Atlantic Charter should not be denied—any nation, victor or vanquished.
- G. He hopes that in the days to come the British and Americans will for their own safety and for the good of all walk together in majesty in justice and in peace.

Clocks and the American Clock Industry

S. F. Ferguson, President of the Clock Manufacturers' Association of America, and Director of the Seth Thomas Clock Company, gave this radio address from Station WREX, New York, April 22, 1928.

- I. Mr. Ferguson speaks on the subject of clocks and clock manufacturing, one of America's oldest industries.
 - A. The clock tells time.
 1. What is time?
 2. How may it be defined?
 - B. Time is the distance between the beginning of the world and the millennium.
- II. Through the history of man and his conception of it, ideas about time may be classified.
 - A. The sun has been the master of time.
 1. He answered the caveman's purposes.
 2. The rising of the sun meant that it was time to get up.
 3. His setting brought darkness and the time to go to sleep.
 - B. The moon is also a conspicuous heavenly object.
 1. Its name means, "the measure of time."
 2. The moon seemed to have the property of changing shape.
 - a. Sometimes it was a brilliant disc.
 - b. Sometimes it was half-disc or crescent.
 - c. Sometimes it was failing to appear at all.
 3. These changes occurred over and over again--always in the same order and the same number of days apart.
 4. Primitive man used the moon to fix the time to meet.
 5. "At the time of the next full moon," was a popular phrase for setting a future date.
 - C. With the combination of these two heavenly objects, man was able to plan ahead.
 - D. The question was not how long, but when?
- III. Men started thinking of the division of time.
 - A. They split the year, the month and the day into parts, and the accuracy of their divisions and their means of measuring

then have been a kind of test of the degree of men's civilization.

- B. Four thousand years ago the Chaldean astronomers marked the path of the sun through the heavens by the signs of the Zodiac, creating the twelve months.
- C. They divided the lunar month into days and the days into hours and minutes.
- D. Sixty and its multiples and divisors were sacred numbers to the Chaldeans.
- E. There were twelve hours in their days, three hundred and sixty seconds in each hour, and three hundred and sixty days in their year.

IV. The calendar is adopted.

- A. Their calendar, with some improvements, is ours.
 - 1. The ancient calendar was five or six days short every year.
 - 2. It had twelve lunar months of thirty days each, but twelve lunar months do not make a solar year.
- B. Julius Caesar arranged the calendar.
 - 1. He arranged so that the year should consist of six months of thirty days and six months of thirty-one days each--a total of three hundred and sixty-six days.
 - 2. However, his astronomers found that this made the year rather too long for accuracy so they provided that one of the thirty day months (February) should have the full thirty days only once in four years.
 - 3. Caesar's nephew, Emperor Augustus, or some of his flatterers, tampered with the Julian calendar a bit to simply compliment their patron.
 - a. His month of August then had thirty days.
 - b. It was felt to be humiliating that the month of the "divine Augustus" should have one day less than July, the month of his distinguished uncle.
 - c. February was robbed of another day and became a twenty-eight, twenty-nine day instead of a twenty-nine, thirty-day month.
 - d. The extra day was added to August without changing the total of three hundred and sixty-five days to the year.
- C. By the time of Pope Gregory XII it was discovered that the calendar was getting away somewhat from the exact solar year. A leap year every fourth year was too often, so changes were made to rectify these discrepancies.

V. There are some ancient types of timekeepers.

- A. Astronomical observations took care of the measurement of time so far as the year was concerned.
- B. The measurement of parts of a day was more difficult.
 1. The need of an accurate measurer of short spaces of time was felt by the Chaldeans and the Babylonians.
 2. Not until the 17th century after Christ did the clock supply the wants of three thousand years.
- C. The Chaldeans created the sun dial.
 1. Outside the latitude for which it was built it was no good.
 2. A cloudy day made it useless.
 3. It always ceased to work at sunset.
 4. Yet, it was most widely used until the coming of the modern clock.
- D. Another ancient timekeeper was the water-clock or clepsydra.
 1. Clepsydra means "thief of water."
 2. The Chaldeans, Egyptians, Phoenicians, Greeks and Romans used them.
 3. It was a bucket with a hole in the bottom through which water leaked at a more or less regular rate of speed.
 4. If you filled the bucket at six o'clock a.m. you would know that it was somewhere near supper time when the last drop fell.
 5. Freezing weather interfered with its performance and the varying pressure of the water as the reservoir approached exhaustion made it inaccurate.
- E. The Chinese burning rope smoldered without blazing.
 1. These ropes were knotted at intervals and the passage of time was marked as the knots were reached.
 2. Placed between a sleeper's toes, this probably served as an original alarm clock.
- F. Finally, the sand glass came along and this was the most common measurer of time in general use.
- G. A clock is considered a mechanism of wheels and devices driven by a weight or spring, and regulated by a pendulum or hairspring escapement.

VI. Then came the first pendulum clock in 1657.

- A. In 1657, Christian Huggens, a Dutch mathematician, made a clock which he designed.

- B. It had a pendulum and was believed to be the first to which a pendulum was applied.
- C. Galileo had discovered the principle of the pendulum some seventy-five years before, but it hadn't been used to control the speed of clocks.
- D. There were men in England who promoted timekeeping.
 - 1. Edward Barlen invented the cylinder escapement and a rack strike.
 - 2. Dr. Robert Hooks, mathematician and professor of mechanics, invented the hairspring escapement for watches and clocks and also improvements in pendulum escapements.
- E. By the end of the 17th century the substantially accurate clock because of the spring and pendulum was perfected.
- F. In America, clock making began before the Revolution.
 - 1. Early in the 18th century clockmakers worked in larger towns of the northern colonies.
 - 2. The Willards worked in Boston.
 - 3. Harland Willards worked in Norwich, Connecticut.
 - 4. Lesser known craftsmen worked in New York and Philadelphia.
- G. Discoveries of the hairspring and pendulum escapements were made before clockmaking began in America.
 - 1. They brought down the cost of clocks.
 - 2. Earlier they were considered marks of distinction.

VII. The birth of a new industry transpired.

- A. About the time of the Boston Tea Party, Thomas Harland, a clock maker of London arrived and settled in Norwich, Connecticut.
- B. He taught to apprentices.
 - 1. One was Eli Terry, a born mechanic with an inventive mind.
 - 2. He was called "the father of American clock making."
 - 3. He obtained a first-class training in his art.
 - 4. He made his first clock with a wooden movement in 1792.
 - 5. By 1807 we find him in a small plant at Plymouth, Connecticut, with an order for 1,000 clocks.
- C. Thus, began the American clock manufacturing as an industry.
- D. A few movements at a time were peddled on horseback since there were no railroads.
- E. People laughed at Terry, but the clocks sold for less than they had sold before.

F. Clock companies are still in existence that were found in Terry's time over one hundred years ago.

G. There were certain characteristics and makeup of clocks.

1. The "works" were made of wood. (Brass was not used until after 1825.)
2. By 1837 wood works had been discontinued.
3. Most early American clocks required winding daily, but this task did not bother our grandfathers because time was not as precious to them.
4. Eight-day clocks were produced.
5. The following verse illustrates:

There was a man who had a clock,
His name was Mr. Mears.
He wound it every day
For five and twenty years.
At last the precious timepiece proved
An eight-day clock to be,
A madder man than Mr. Means
I would not wish to see.

H. There are now about 10,000 people engaged in the clock making industry.

VIII. Now, we get to the production of clocks.

A. The present annual production is about 11,000,000 clocks, and about 1,500,000 clock movements in recording instruments, time switches, and other devices of time.

B. Watches are not included in this figure.

C. What is the difference between a watch and a clock?

1. A watch is a timekeeping mechanism designed solely to be carried in the pocket or on the person.
2. A clock is a timekeeping mechanism not designed to be carried in the pocket or on the person.
3. Size seems to be the basis for the definition.

D. Styles of clocks are basic.

1. The large variety of clock cases will allow fitting into the decorative scheme of almost any room.
2. They range in size from small boudoir desk and automobile clocks, to large tower clocks for use in church steeples or large buildings.
3. Electric clocks are now available and will be in more use in the near future.

E. The ring of clocks is discussed.

1. Clocks strike the hour and half hour and quarter hour, or without strike, as desired.

2. Chime clocks are very popular as their musical notes give a real sense of home feeling.
3. The alarm clock awakens us or reminds us of predetermined tasks.
4. Clocks of beauty and utility make wonderful gifts for weddings, Christmas, anniversaries, etc., at a price range to fit the reach of everybody.

II. How to care for your clock.

- A. A letter may read, "We have had one of your clocks running ten years and nothing has been done to it during that time."
- B. Is the clock treated fairly?
 1. Clean and oil the clock about every two or three years by a competent jeweler.
 2. This is not only good practice but economical.
- C. Even though some clocks may be turned backward, it is always wise to turn it forward rather than backward if you don't know the watch.
- D. Don't set or wind a striking clock when it is on the "warn."
 1. This is the period beginning about five minutes before it strikes and lasting until it strikes.
 2. On some clocks it begins a little more or a little less than five minutes before.
 3. A clicking noise will tell you before it goes on warn.
 4. This avoids adjustment later.

I. Clock makers are proud of their business.

- A. Many men are now active in the business management of clock companies who are direct descendants of the founders.
- B. They take pride in this association and the tradition of quality and the fact that their product has an association with the lives of the people in their homes.
- C. By maintaining this standard they feel that Americans will use even more American-made clocks in the future than they have in the past.
- D. America leads the world in producing clocks of highest quality.

EULOGY

John Marshall, Jurist and Statesman

This address was delivered at the memorial exercises commemorating the one hundredth anniversary of Chief Justice John Marshall at Richmond, Virginia, May 11, 1935.

I. John Marshall remembers as he lies dying.

- A. One hundred years ago John Marshall lies in Mrs. Crin's boarding house at Fifth and Walnut Streets, Philadelphia.
- B. He probably thought about events in his earlier years.
- C. He could see the belfry of the State House now called Independence Hall.
- D. From hour to hour he could hear the solemn sounds of the Liberty Bell.
 1. It announced the coming of the first and second Continental Congress.
 2. It sent forth triumphant sounds when the Declaration of Independence was read to the people.
 3. It would mourn the dead who had fallen in battle in Washington's early untrained army.
 4. It was triumphant in later victories of Washington at Monmouth and Yorktown.
- E. Marshall must have thought of Washington's imprint on history at Valley Forge, an impact which left courage and self-sacrificing devotion on Marshall's character.
- F. His mind went back to his beloved Virginia where he desired his remains to rest forever.
 1. His education had been very limited.
 2. He had lived close to the heart of nature and its simplicity had formed his character.

II. He had many distinctions in Philadelphia.

- A. He had fought beyond its gates at Germantown and Brandywine.
- B. Later he served as a member of the first Congress, when the historic city was the capital of the nation.

- C. He went to France and vindicated the dignity of the infant republic in the policy of "millions for defense but not one cent for tribute."

III. The speaker gives his qualifications for speaking about John Marshall.

- A. The speaker was a Philadelphian.
- B. The speaker was a member of the bar which honored Marshall when he died and initiated the movement for the erection of a statue in Washington.
- C. The speaker presented to the city of Philadelphia a replica of the statue created by William Witmore Story, who was the son of Justice Story, Marshall's yoke-fellow in the Supreme Court.

IV. The speaker recounts the death of Marshall.

- A. The Liberty Bell rolled the passage of the body to Market Street Wharf and thereafter remained silent due to a great rift in its side.

- B. His body was borne to Richmond.

V. The significance of Marshall's work is recounted.

- A. He was supremely great in his chosen field.
- B. During his life he was involved in the storm center of as bitter and passionate a political struggle as ever enveloped any judge.
- C. Georgia refused to appear at the bar of his court in obedience to his summons and refused to comply to a decree set down.
- D. He rendered decisions after decisions which gravely challenged the constitutional theories of the great political party then almost continuously in power.

VI. John Marshall had special attributes.

- A. His influence of character had much to do with his triumph.
- B. He had a faith in the American people, without respect to party.
- C. In his right hand he carried "gentle peace to silence envious tongues."
- D. After thirty-five years of bitter controversy, the people believed in John Marshall and accepted his interpretations of the Constitution.

Horace Mann

Eugene Elliott, State Superintendent of Public Instruction of Michigan, delivered this address before the Department of Elementary School Principals at the seventy-fifth annual meeting of the NEA held at Detroit, Michigan, June 27 to July 1, 1937.

I. Mr. Elliott discusses the early background of Horace Mann.

- A. He was born on a poor New England farm on May 4, 1796, near Franklin, Massachusetts.
- B. No one realized his future importance in education.
- C. His mother died when he was thirteen and he wrote a glowing tribute to motherhood in her honor—"one of those sober, sensible, energetic New England women who bring to the dull, ceaseless routine of domestic drudgery the will and courage of actual heroines."

II. Horace Mann's education is discussed.

- A. He attended the school at Franklin only eight or ten weeks a year, then took preparatory work in an academy and entered Brown University.
- B. He taught Latin and Greek at Brown.
- C. He then studied law and practiced it.
- D. He was elected to the Assembly and while he was president on April 20, 1837, he signed the act which created the first State Board of Education in Massachusetts.
- E. This act brought about the first one hundred years of rapid progress in education.

III. The human side of Horace Mann is analyzed.

- A. Even though abolitionists were hated he became an ardent abolitionist.
- B. He preferred "the rapture of the Union, civil war, even servile war" than the extension of slavery.
- C. Many people thought that he was an irreligious man because he joined the Unitarian Church and was driven out of the Congregational Church by a fanatical preacher.
- D. He believed strongly in moral law.
- E. He was active as a temperance worker.
 - 1. In 1832 Mann proposed a law forbidding selling of liquor on Sundays.

2. He cautioned against granting a certificate of fitness to a teacher addicted with alcoholic beverages.

3. He even believed in the temperate use of food.

F. He was a great believer in the common people.

IV. His contributions to education were many.

A. He left law to become the first secretary of the first board.

B. He saw salaries of men teachers increase 62% and salaries of women teachers increase 54%.

C. More people gathered to consider the problems of education.

D. A normal school was established to train teachers in teaching subject matter and handling children.

E. In reading he found that the Germans were using the word-and-phrase method, as contrasted to the American letter method.

F. In Germany, a close association between writing and drawing and geography was associated with history and the natural sciences.

G. Private schools' admissions declined during these years because Mann did not believe in boarding schools and thereafter was promptly dismissed.

V. His declining years and successes were spent at Antioch College.

A. To secure more money for the institution, he ate only one meal every two days for a period of six months.

B. He couldn't sleep for three weeks.

C. Mann introduced some innovations at Antioch.

1. He established a co-educational school.

a. Women's education shouldn't be identical to men's.

b. Self-government was established.

2. He felt that the democratic classroom was a cooperative enterprise.

3. He allowed students to elect optional courses to a limited degree.

D. In 1859, his health broke down.

E. He spoke to the graduates of Antioch on striving for the victory for humanity.

F. When he lay on his deathbed he uttered the summary of his life--"God-Man-Duty."

King George VI

Winston Churchill, Prime Minister of Great Britain, broadcast this speech from London, England, February 7, 1952.

I. The King's death was announced.

- A. A deep and solemn note was sounded.
- B. It stilled the clatter and traffic of twentieth-century life in many lands and made countless millions of human beings pause and look around them.

II. A new sense of values took hold.

- A. His existence presented itself to so many at the same moment in its serenity and in its splendor and in its pain, in its fortitude and in its suffering.
- B. The King was greatly loved by all his peoples.
 - 1. He was respected as a man and as a prince far beyond the realms he reigned.
 - 2. Aspects of his character admired by all.
 - a. He had a simple dignity.
 - b. He had manly virtues.
 - c. He had a sense of duty, as a servant over communities over which he had responsibility as a ruler.
 - d. He had a gay charm and happy nature.
 - e. He was an example as husband and father in his own family circle.
 - f. He had courage in war or peace.

III. King George's accomplishments were noted.

- A. He was a young naval lieutenant in the battle of Jutland.
- B. He succeeded his brother to the throne calmly and without ambition or want of self-confidence.
- C. He was faithful in his study and discharge of state affairs.
- D. He was strong in his devotion to the enduring honor of our country.
- E. He was self-restrained in his judgments of men and affairs.

- F. He was uplifted above the clash of party politics yet so attentive to them, so wise and shrewd in judging between what matters and what does not.
- G. His conduct will be a guide for constitutional sovereigns throughout the world today and tomorrow.

IV. Churchill describes the pain and suffering of King George.

- A. His suffering should be a model example and help to all.
- B. He was sustained by the sincerity of his Christian faith.
- C. During the last months, the King walked with death as a companion, then he met death after a happy day of sunshine and sport, and then after "good night" to his family he fell asleep as all hope to do.

- V. Through the mass media all were able to share this journey's end and draw some comfort and strength from his fortitude.

VI. Another tie was the King's family, loving one another during these tumultuous years.

VII. Winston Churchill was tied to the King.

- A. He (Winston) informed the King of every secret matter.
- B. Winston watched the care and thoroughness with which he mastered the flow of state papers.

VII. A story of near death or injury is told about the King.

- A. When Buckingham Palace was bombed, the King had just returned from Windsor.
- B. One side of the courtyard was struck.
- C. If the windows out of which he and the Queen were looking had not been open, they would have been blinded.
- D. Their Majesties never mentioned it or thought it significant.

IX. The importance of the Crown is revealed.

- A. The constitutional monarchy is the most deeply founded and dearly cherished by the association of our peoples.
- B. The Crown has been the magic link which united the loosely bound but strongly interwoven Commonwealth of nations, states, and races.
- C. People who wouldn't tolerate a written constitution are proud of their loyalty to the Crown.

- D. We have been blessed that this all-powerful element of union leapt among us.
- E. It is vital that the occupant of the throne should be equal to the responsibilities that this office requires. He deserves the farewell salute of his Government and peoples.

X. Our Hearts go out to his family.

- A. Churchill sympathizes with his consort and widow.
 - 1. They had no royal pomp or splendor.
 - 2. They were denied the activities of ordinary folk.
 - 3. They gave so much in ceremonial public service.
- B. Churchill honors the wife who sustained the King through his troubles, and brought up the two daughters.
- C. To Queen Mary--Another son, besides the Duke of Kent having been killed in active service, is dead.

XI. A Bright look to the future is given.

- A. Reigns of our queens have and will be famous.
 - 1. Our thoughts go back 400 years to the grandeur of the Elizabethan Age and the first Queen Elizabeth.
 - 2. Now, Queen Elizabeth II ascends the throne at 26 without passing her childhood in any certain expectation of the Crown.
- B. Her gifts and those of her husband, Duke of Edinburgh, have stirred the part of the Commonwealth they've been able to visit.
- C. She has been acclaimed Queen of Canada.
- D. Britain now makes the claim and she will command the loyalty of her native land and all other parts of the Commonwealth.
- E. Churchill, whose youth was cast in the Victorian era, offers the prayer and anthem, "God Save the Queen."

DEDICATION

Address at the Unveiling of the Statue of Lincoln

This address by David Lloyd George was given at the ceremonies in Westminster Abbey upon the unveiling of the Saint-Gaudens Statue of Lincoln, July 28, 1920.

- I. The introduction of the speech is the attention-getter.
 - A. The acceptance of the statue on behalf of the British Empire is made by a noted American sculptor.
 - B. The speaker emphasizes Lincoln's impression on people in other lands as well as in America.
 - C. The focus is made upon Lincoln's height.
 1. His life represents height of purpose.
 2. His life represents height of ideal.
 3. His life represents height of character.
 4. His life represents height of intelligence.
 - D. Abraham Lincoln is elevated above his tallest contemporaries.
- II. The body of the speech accents the main ideas.
 - A. Even the great events of the time could not diminish the role Lincoln played.
 1. The preservation of the Union was a leading event.
 2. The emancipation of the slaves was an important event.
 - B. Lincoln's personality and statesmanship are more enduring in some ways than these events.
 1. Courage is an important attribute of Lincoln's.
 2. Fortitude is an important attribute of Lincoln's.
 3. Patience is an important attribute of Lincoln's.
 4. Humanity is an important attribute of Lincoln's.
 5. Clemency is an important attribute of Lincoln's.
 6. Trust in the people is an important attribute of Lincoln's.
 7. Belief in democracy is an important attribute of Lincoln's.
 - C. Even his unique way of expressing those attributes will stand out in history.

- D. He remained steadfast throughout the troubled times of war even when his critics leveled their caustic remarks toward him.
 - 1. He was criticized for waging war too earnestly for a man who loved peace.
 - 2. Others thought he shouldn't soft-heartedly show his appreciation for victory.
- E. Regardless of his critics the people believed in him then and they believe in him now.

III. The conclusion of the speech summarizes Lincoln's worth.

- A. Abraham Lincoln is one of the few Americans who loses his nationality in death. He belongs to mankind.
- B. Above all, he belongs to the common people.
- C. A people who could produce such a man should surely be helpful in the settlement of world problems today.
- D. All the world calls for the help of the America of Abraham Lincoln.

Characteristics of Washington

This address was delivered by William McKinley, President of the United States, at the unveiling of the Washington Statue by the Society of Cincinnati in Philadelphia, May 15, 1897.

- I. The importance of the dedication of the Washington Statue.
 - A. It expresses not only the gratitude and reverence of the living, but is a testimonial of affection and homage from the dead.
 - B. The comrades of Washington projected this monument.
 1. Their love inspired it.
 2. Their contributions helped to build it.
 - C. Past and present share in its completion, and future generations will profit by its lessons.
 - D. To participate is a rare and precious privilege.
 - E. Every monument to Washington is a tribute to patriotism.
 - F. Every shaft and statue to his memory helps
 1. To inculcate love of country.
 2. Encourage loyalty.
 3. Establish a better citizenship.
- II. A critical study of Washington's career enhances our estimation of his vast and varied abilities.
 - A. He was Commander-in-Chief of the colonial armies from the beginning of the war to the proclamation of peace.
 - B. He was president of the convention which framed the Constitution of the United States.
 - C. He was the first President of the United States under that Constitution.
 - D. No other name can bear such a relation to the Government, and help win our national independence.
 1. He had military genius.
 2. He had patience.
 3. He had sagacity.
 4. He had courage.
 5. He had skill.

- E. He helped in largest measure to draft the chart by which the Nation was guided.
- F. He was the first chosen by the people to put the new Government in motion.

III. Washington's personality was explained.

- A. His calm and steady judgment won men's support and commanded their confidence by appealing to their best and noblest aspirations.
- B. Washington was so modest that at no time in his career did his personality seem in the least intrusive.
- C. He was above the temptation of power.
- D. He spurned the suggested crown.
- E. He would have no honor which the people did not bestow.

IV. An interesting feat is noted.

- A. The only time Washington formally addressed the Constitutional Convention during all its sessions over which he presided in this city, he appealed for a larger representation of the people in the National House of Representatives and his appeal was instantly heeded.
- B. He was keenly watchful of the rights of the people in whose hands was the destiny of our Government then as now.

V. His civil administration commands equal admiration.

- A. His foresight was marvelous.
- B. His conception of the philosophy of government is astonishing.
- C. His insistence upon the necessity of education, morality, and enlightened citizenship to the progress and permanence of the Republic is astonishing.
- D. The immediate present was not his sole concern, but our future good his constant theme of study.
- E. He blazed the path of liberty.
- F. He laid the foundation upon which we have grown from weak and scattered Colonial governments to a united Republic whose domains and power as well as whose liberty and freedom have become the admiration of the world.

- G. Distance and time have not detracted from the fame and force of his achievements or diminished the grandeur of his life and work.

VI. The bequest Washington has made to civilization is rich beyond comparison.

- A. The obligations under which he has placed mankind are sacred and commanding.
- B. The responsibility he has left for the American people to preserve and perfect what he accomplished is exacting and solemn.
- C. The people realize what they enjoy and cherish with affection the illustrious heroes of Revolutionary story whose valor and sacrifices made us a nation.
- D. Their memory will help us keep the covenant entered into for the maintenance of the freest Government of earth.

VII. The Nation and the name of Washington are inseparable.

- A. Both are glorious, both triumphant.
- B. Washington lives because
 - 1. What he did was for the exaltation of man.
 - 2. What he did was for the enthronement of conscience.
 - 3. What he did was for the establishment of a Government which recognizes all the governed.
- C. The Nation will live victorious over all obstacles, adhering to the immortal principles which Washington taught and Lincoln sustained.

FAREWELL

Farewell to the United States Senate

Vice President Thomas R. Marshall from 1913-1921 gave this address as his last official act, after administering the oath to his successor in office, Calvin Coolidge, March 4, 1921.

- I. Mr. Marshall will shortly end his official life as the constitutional presiding officer of the Senate.
- II. He will not be demoted into the ranks of the average American citizen, for he never rose above them.
- III. He talks about his foundation in our form of government.
 - A. He sprang from the loins of men who helped lay the foundations of the Republic.
 1. His father placed upon his baby brow the coronal of of a free-born American citizen.
 2. He was taught that if he wore it worthily, no prince nor electorate could add to or detract from the honor of that royal coronet.
 - B. He has tried to keep the faith.
 1. When the principles of government are concerned, the pillars of Hercules rest upon the Declaration of Independence and the Constitution of the United States.
 2. The forms under which the principles of the Republic are administered may need changes to meet changing conditions but the underlying idea does not, for truth is unchanging and eternal.
 3. What was so when the morning stars sand together will be so when the Angel of the Apocalypse appears.
- IV. He expresses the idea of government.
 - A. A government dedicated to the inalienable rights of man to life, to liberty, and to the pursuit of happiness which can find its perfect accomplishment only in representatives brave and strong enough to rise above the ambitions, passions, and prejudices of individuals and groups.
 - B. Representative government was intended to guarantee these inalienable rights of men through the enactment and enforcement

of laws calculated to preserve and promote equal and exact justice to all men.

- C. Religions die because priests mumble their creeds but have no faith in their gods.
- D. Governments go to wreck because their statesmen shout aloud their shibboleths but let a friendly enemy pass the ford.

- V. The right of the people to adopt other basic principles and change our form of government may be done directly so that all of us may know it. Too many sleek and smiling Joshs ask of the old faith, "Is it well with thee, my brother?"

- VI. While the old order endures let representatives represent the old ideals.

- A. They are not mere bell boys.
- B. They are not subject to calls for legislative cracked ice every time the victims of a debauch of greed, gambling, or improvidence feel the fever of frenzied need.

- VII. It is of minor importance who holds the wealth of the Nation if the hearts of all its people beat with true historic throb.

- A. The life is more than meat and the body more than raiment.
- B. The clothes may mark but the clothes can not make the gentleman.
- C. The economic rehabilitation of America is of vast moment but the rehabilitation of the ancient faith which upheld the ragged Continentals, emerged in glory from the civil war, and hurled its smiling and undaunted face against the grim engines of tyranny upon the fields of France, is a far greater work.

- VII. He expresses his appreciation to the Senate for the memories.

- A. For eight long years, crowded with events which have forever changed history, he was with them.
- B. He is grateful to them for the nameless, unremembered acts of kindness and charity which have marked their friendship and good will.
 - 1. The odor of their friendship will sweeten any air that he may breathe.
 - 2. Not one of them can wish for himself a kindlier fate than he would give them if he were omnipotent.

IX. He leaves with the cry "My country."

A. It has myriad concepts.

1. To some it means broad acres and fertile fields.
2. To many, opportunity for personal perferment.
3. To a thoughtless few, the right to utter every vagrant word which finds lodgment in a mind diseased.
4. To the half educated, that democracy should be governed as soon by the infant's cry as by the prophet's warning.
5. To him it is but the composite voice of all the good and wise and self-sacrificing souls who trod on its soil.
 - a. Calling for that liberty which is law-enerowned.
 - b. Preaching that doctrine which seeks not its own but the common good , and above all
 - c. Warning us by the memory of the dead and the hope of the unborn to close our ears to the mouthings of every peripatetic reformer who tells us that the way to sanctify the Republic is to remove every landmark which he has hitherto marked the boundaries of national and individual life.

X. We need no new religion.

A. Our creed should be:

1. One Lord, the Lord of Justice, who was with Washington at Valley Forge, Grant and Lee at Appomattox, Pershing on the fields of France.
 2. One faith, the faith that under a republican form of government alone democracy permanently can endure.
 3. One baptism, the baptism of that spirit which will not be content until no man is above the penalties and no man beyond the protection of our laws.
3. Let him who goes and him who stays remember that he who saves his life at the loss of his country's honor, loses it, and he who loses his life for the sake of his country's honor, saves it.

XI. By virtue of the power vested in him, he declares the Senate of the Sixty-sixth Congress of the United States adjourned sine die.

Farewell To His Friends

John Sharp Williams, a Congressman and Senator from Mississippi, delivered this impromptu speech shortly before his voluntary retirement, March 4, 1923, from the United States Senate at a farewell dinner.

- I. He is going back to Yazoo City and his old home on a rural free-delivery route.
 - A. He wants to get up each morning as he hears the roosters crow.
 - B. He wants to pick flowers while the dew is still on them.
 - C. Then, he'll come back and have his coffee and breakfast.
 - D. Later on, he wants to stir himself a toddy whenever he feels that he would like one.
 - E. Through the middle of the day he will read books, putter around the place, and talk to neighbors.
 - F. He will eat a leisurely dinner at noon.
 - G. After dinner he will read some more, and then late in the evening he will eat supper--supper, the last meal of the day it's called in Mississippi.
 - H. As night and bed approaches, he will listen to the great chorus of voices to charm and make him ready for repose--the voice of his mocking birds, trilling from the trees.
- II. When the end comes, he hopes to be carried out of the house by his neighbors and laid to rest among his people.
- III. He criticizes the United States Senate.
 - A. There is merit in calm retirement, more than being a United States Senator who serves his people by joining in the petty squabbles of the Senate.
 - B. This he does not like, and sometimes he thinks he'd rather be a dog and bay at the moon than stay in the Senate another six years and listen to it.

C. Perhaps this is a sign that he might plan to retire.

1. Retirement brings repose.
2. Repose allows a kindly judgment of all things.
3. It shall also mean a calm in which to make peace with himself and a season to spend in the quiet of his home and in the friendship of his neighbors.

PRESENTATION

Presenting the Cheney-Ives Gateway to Yale University
Speech by alumnus Henry Johnson Fisher on behalf of the class of
1896 at the Yale bi-centennial celebration, 1901

I. He addresses President Hadley and Yale men.

- A. He comes as a representative of the class of ninety-six, to present the gate.
- B. It's stone and iron and typifies the rugged manliness of those to whose lasting memory it was erected.
 - 1. To the audience and the Yale men to come, the memorial should stand for the manhood and courage of Yale.
 - 2. In the evening softer lights may enfold it, but in the daylight of toil and accomplishment let the sunshine stream down upon it, and show strength, so that each Yale man may have the dauntless spirit which inspired these two sons of Yale in their lives and in their deaths.

II. It should not just be considered a monument.

- A. Everyone, whether graduate at Commencement time or undergraduate in term time, should sit upon its benches, as the men of ninety-six will do, and keep alive the spirit of these two who worked, held their peace, and feared no death.
- B. The lesson is clear.
 - 1. One had the keenest disappointment which could come to a soldier, the disappointment of staying behind.
 - 2. Then came the toil.
 - 3. Then came the drudgery.
 - 4. Then came the sickness.
- C. The other met death with a steadfast courage which alone avails to men who die in the long quiet after the battle.

III. It is no new service the two have given to Yale.

- A. Looking back over two centuries, these names are but added to the roll of those who have served Yale because they have served their country.

- B. The stone and iron gate will keep these two men's names alive.
- C. The men of Yale, it is hoped, will perpetuate their manhood and courage.

Presenting a Badge

F. O. Watts delivered this speech at a meeting of the American Bankers Association, St. Louis, Missouri, October 2, 1919, on presenting a badge to the retiring President, Mr. Robert F. Maddox.

- I. One of the problems of this blessed country of ours has been, what shall we do with ex-Presidents.
 - A. The problem has arisen before in the American Bankers Association.
 - B. They decided in the language of a distinguished deceased President that we would put them in a state of innocuous desuetude.
- II. He holds out the badge to be presented for the occasion.
 - A. In order to recognize the ex-President after a brief time, a custom arose that we would give them such a badge as that which he holds in his right hand.
 - B. The service which was rendered to the American Bankers Association by the incumbent during the year 1918 and 1919 was such, and his administration as such, that a badge was not necessary.
 - C. Not to present him with a badge would draw a comparison between him and others who have gone before.
- III. He presents the badge that he hopes will be worn with great satisfaction and with the knowledge that he (Mr. Maddox) will possess the affections and good will of the members of the American Bankers Association, whether he be present in St. Louis or not.

NOMINATION

Nominating Charles Curtis for the Vice Presidency

This speech was delivered by Senator William E. Borah from Idaho before the Republican National Convention, Kansas City, Missouri, June 11, 1928.

- I. The speaker does not wish to detain the convention or indulge in eulogies.
- II. He is about to place the man's name for consideration for the Vice Presidency, who is the most universally known and the most universally beloved of all the public servants now in the Congress of either branch of the United States.
- III. He discusses the qualifications of the man.
 - A. The man was the leader of the majority during the last few years in the trial period in which some of the most involved and complex questions which have ever been presented to the Congress have been before us.
 - B. The man has disclosed tact, confidence, loyalty to the administration.
 - C. The man has shown devotion to the broad interests of the entire country.
 - D. Even though the man was a child of the Middle West, his sympathetic characteristics and conceptions are as wide as the nation and as broad and deep as humanity itself.
 - E. His record is written in several ways.
 1. It is written in the public records of our country.
 2. It is written in statutes and laws.
 3. It is written in public service while for forty years he has stood in the fierce light of the public gaze.
 - F. No man would dare to challenge either his integrity, his ability, his patriotism, or his loyalty to the Republican Party!

- IV. The speaker makes the closing remarks in nomination of Honorable Charles L. Curtis of the state of Kansas.
- A. He speaks in behalf of the great Middle West.
 - B. He speaks in behalf of the entire nation.
 - C. He speaks in behalf of all who believe in the dignity and worth of the vice presidency.
 - D. He speaks in behalf of all who give to that office the position which it is entitled to under the conception of the fathers.

Speech Placing in Nomination for the Presidency of the United States
Governor Alfred E. Smith

Franklin D. Roosevelt delivered this address at the Democratic
National Convention in Madison Square Garden, New York, June 1, 1924.

- I. Franklin Roosevelt thanks Connecticut for yielding to him.
- II. On behalf of the New York delegation he expects that the guests of the Convention will render the same fair play to all candidates and their friends as we would expect to receive in any other city.
- III. Four years before Roosevelt received one of the highest honors of the party, and he worked on behalf of the then Governor of New York. Four years later he carries the same mission presenting the same Governor.
- IV. Governor was beloved by people in San Francisco.
 - A. He was loved by his State.
 - B. His personality and picturesque rise to high office produced a spontaneous wave of good feeling among the delegates from every section of our land.
 - C. He is known as one of the real leaders, of whom countless Americans regardless of party are proud.
- V. There is tribute to the strength of the man.
 - A. Every class and every community gives him profound love.
 - B. Ask people.
 1. Ask the woman who serves you in the shop.
 2. Ask the banker who cashes your check.
 3. Ask the man who runs your elevator.
 4. Ask the clerk in your hotel.
 5. Ask men, women, and children, rich or poor, high or low.
 - C. The man has been twice honored with election to the governorship of the state of New York.
 - D. People love him in every part of the Union where his name has come to be a symbol for honesty, for deep understanding, and for splendid service to the people.

VI. The jury of fourteen hundred assembled must render an unbiased verdict.

A. They are stewards of a sacred trust.

B. They have the solemn, two-fold duty of setting forth anew the principles of our party and of choosing a standard bearer who will give the greatest assurance of ability to perform the functions of the Chief Executive, and the greatest assurance of victory.

C. They must be true to a trust.

1. They must be true to themselves.

2. They must rid themselves of every sordid consideration from hearts and minds.

3. They must rid themselves of ignoble personal prejudices.

4. They must rid themselves of every individual allegiance to anything whatsoever other than the sacred principle upon which our country and our party stands.

5. They must put aside any appeal to passion or to any prejudice.

VII. The declaration of principles will unite the Democrats and convince the voters that the time is at hand when the guidance of our government is placed in the hands of a Democratic President and a Democratic Congress.

A. The temporary and permanent chairmen already portrayed the depths to which our federal government has fallen.

B. Corruption in government will be one of the overshadowing issues.

C. The country will remember that, and the country will remember too, that on our Governor for over twenty years in public office the white light of publicity has pinlessly beaten, and revealed only spotless integrity.

D. He has no enemies, and his political adversaries have never charged him with the slightest deviation from the highest standard of political and ethical morality and the highest ideals of responsibility.

VIII. The country cries not in consternation and contempt over the continued dissensions between the executive and the legislative branches of the government during the last four years.

A. Our Constitution provides a system of checks and balances.

B. Under the Republican leadership we had all the checks and none of the balances.

IX. The qualifications of the man are rare.

- A. He must restore team work and good will between the Executive and the Congress.
 - B. His record is history.
 - 1. It has brought the highest commendation from the citizens of this state, men and women, Republican and Democrat, farmer and city dweller alike.
 - 2. In his first term as Governor he faced a legislature controlled by the opposite party.
 - 3. In his second term he faced a Republican Assembly.
 - C. His ability to persuade and cooperate without abandonment of principle proves that as President he would mark the beginning of a new era of good feeling between the President and the Congress of the U. S.
- X. Roosevelt takes determined issue with the view that the conduct of public business cannot approach the efficiency of private business.
- A. Under the leadership of this governor, government efficiency has so increased that the executives of other states have done us the honor of seeking to copy our model.
 - B. He was a pioneer for the budget system.
 - C. He was a pioneer in the reorganization and simplification of governmental departments.
 - D. He strengthened the system of promotion in the government service for merit only, and the appointment to public office of men and women pre-eminently qualified for their tasks.
 - E. He has won support not only from his party, but the public endorsement of great civic non-partisan bodies of the city and state.
- XI. He is a true progressive.
- A. He will make the dry bones rattle in Washington, and no longer will cynics and pessimists point the finger of scorn at our executive machinery.
 - B. That machine will function not only well but always forward in the vital service of humanity.
 - C. His mind has been concerned with the condition of the less fortunate.
 - D. Our state has recognized by its statutes that its most priceless asset is the life and health of its women and children.

- E. He obtained laws prohibiting night work for women and the employment of small children.
- F. He secured state pensions for widowed mothers, and state aid for the promotion of the health of rural communities.
- G. He has sponsored a practical Workmen's Compensation Law, and has established Labor Boards to mediate disputes between employer and employee.
- H. He was responsible for the best factory laws ever passed in any state.
- I. Under his leadership, co-operative marketing, the extension of state highways, built for miles, not votes, the diversification of denuded lands has marched hand in hand with the diversification of crops.
- J. Every penny of additional appropriation went to the extension of the educational system of the state.
- K. The public schools have increased in their facilities and in their standard of teaching and scholarship more than at any previous time.
- L. He was able to point the way for the recent action of Congress by refusing the income tax of this state by twenty-five per cent and the direct tax on land values throughout the state by another twenty-five per cent--a total of \$17,000,000.

XII. Our country suffers from lack of confidence in government.

- A. It arises from reprehensible acts.
- B. It arises from the low conception of duty.
- C. The problem arises from the complete lack of leadership of those now in power.

XIII. The Governor can regain this lost faith.

- A. He will not satisfy some one section or some one class.
- B. We need the steady guiding hand of one whose voice will be heeded by the vast majority of those who make up the 110,000,000 of our population.
- C. The masses of labor look to him as a protector and good friend.
- D. The honest businessman knows that he has never sought personal preferment by attack on honest business.
- E. The farmers who raise crops valued at hundreds of millions of dollars testify in his years of service in their behalf,

siding them to better living conditions and a more economic distribution of the produce of the farm.

XIV. Democrats don't need to worry about going up and down the country proclaiming that they are in favor of the Constitution of the United States.

- A. He has a record of law enforcement.
- B. He believes that our Constitution needs no explaining.
- C. His record of twenty years as public servant proves that he stands in the Constitution all the way.

IV. His name spells victory.

- A. He has been elected to office seventeen times.
- B. Chosen Governor of this State first in 1918, he suffered the only defeat of his long career in 1920.
- C. When the national ticket in the State of New York went down to defeat under a plurality of one million one hundred thousand votes, he lost this state by only 74,000,000 votes.
- D. Over 500,000 people who voted Republican national ticket split their ballots to testify their confidence in this Democratic Governor.
- E. In 1922, when men came again to think clearly and to reason sanely the people of this state rose again in their might and re-elected him Governor again by a plurality of 384,945, the largest plurality for a Governor in the history of the United States.
- F. The result will be repeated in the larger electorate of the Union.

XVI. There are other reasons for his success.

- A. All the world loves a man who carves his own career.
- B. He was born of American-born parents and took upon his shoulders while still a boy the responsibility for the support of his family.
- C. Nothing but a wage-earner, toiling with his hands, he rose to a commanding and outstanding figure in the nation in the space of twenty years.
- D. This he did with a dignity, a knowledge and a wisdom that demonstrates him as a statesman.

- E. Woodrow Wilson said, "The great voice of America does not come from the university. It comes from the farms, the factories and the mills in a murmur from the hills and the woods, rolling on and gaining volume until it comes to us from the homes of the common people."

XVII. Our Governor embodies the aspirations of the average man.

- A. When he speaks, he speaks with the voice of America.
- B. He burns with the fire of a divine humanity.
- C. The fire has produced the greatest leaders of the democracies of the world.

XVIII. The Governor will wage a campaign of ideals.

- A. Unlike the opponents four years ago, who waged a campaign of prejudice, he will hearken to idealism.
- B. Voters will vote to return America to the fold of the Decency and Ideals and bring the government back to the people.
- C. He is guilty of militant leadership.
- D. He has the ability to campaign and to campaign in the highest and finest sense.
- E. He can express the fundamental truths and ideals in homely language carrying conviction to the multitude.
- F. He will strike at error and wrongdoing that makes his adversaries quail before him.

XIX. He is the "Happy Warrior" of the political battlefield.

- A. He has thrown fear into the camp of our adversary for the coming campaign.
 - 1. This man has denounced official corruption.
 - 2. This man has denounced un-American isolation.
 - 3. This man has denounced sordid tariffs for the benefit of the few.
 - 4. This man has denounced the Republican onslaught on the reserve powers of the States.
- B. His trust and genial sarcasm will burn out the truth where all men can see it.
- C. He has an eloquence and clean-cut oratory.
- D. A wave of understanding and belief in him will follow his steps.

XX. Pictures to yourselves this campaign.

- A. You will see the concentration and consternation his nomination will bring to the ranks of Republicanism and privilege.
- B. You will see the assurance of Democratic victory which his nomination will bring to the hosts of our own party.
- C. Here is the judgment.
 - 1. Render it in the spirit of devotion to the principles of our party.
 - 2. Render it in the faith that all citizens are equal before the law.
 - 3. Render it in the conviction that the solid democracy of this nation will stand without fear and without hesitation behind the nominee of this Democratic Convention.

XXI. The choice of Alfred E. Smith is clear.

- A. The one who has demonstrated his power.
- B. The one who has demonstrated his ability to govern.
- C. This leader's whole career gives convincing proof of his power to lead.
- D. This warrior's record shows him invincible in defense of right and in attack on wrong.
- E. This man is beloved by all, trusted by all, respected by all.
- F. This man everyone will admit can bring us an overwhelming victory this year.
- G. This man of destiny whom one State proudly dedicates to the nation.

BIBLIOGRAPHY

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